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ABSTRACT

A need to integrate the various trends in education including career development, human relations, and individualized instruction in a group setting was a primary motivation for this book. A second motivation was the need for "hands on" materials and strategies that teachers and counselors could use with students--in this case primarily at the junior and senior high school levels. The first four chapters are more general and theoretical and might be used as part of a course, consultation program, or an inservice program on applied group dynamics. Chapters Five through Nine can be used independently of the theoretical chapters and might be used as the basis for instructional packages by teachers and counselors. (Author)

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PERSONALIZED EDUCATION USING GROUP METHODS

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PERSONALIZED EDUCATION USING GROUP METHODS

Strategies for Career Education in Guidance, Classroom, and Teacher-Advisor Programs

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PREFACE

A need to integrate the various trends in education including career development, human relations, and individualized instruction in a group setting was a primary motivation for this book. A second motivation was the need for "hands on" materials and strategies that teachers and counselors could use with students — in this case primarily at the junior and senior high school levels. The first four chapters are more general and theoretical and might be used as part of a course, consultation program, or an inservice program on applied group dynamics. Chapters 5 through 9 can be used independently of the theoretical chapters and might be used as the basis for instructional packages by teachers and counselors.

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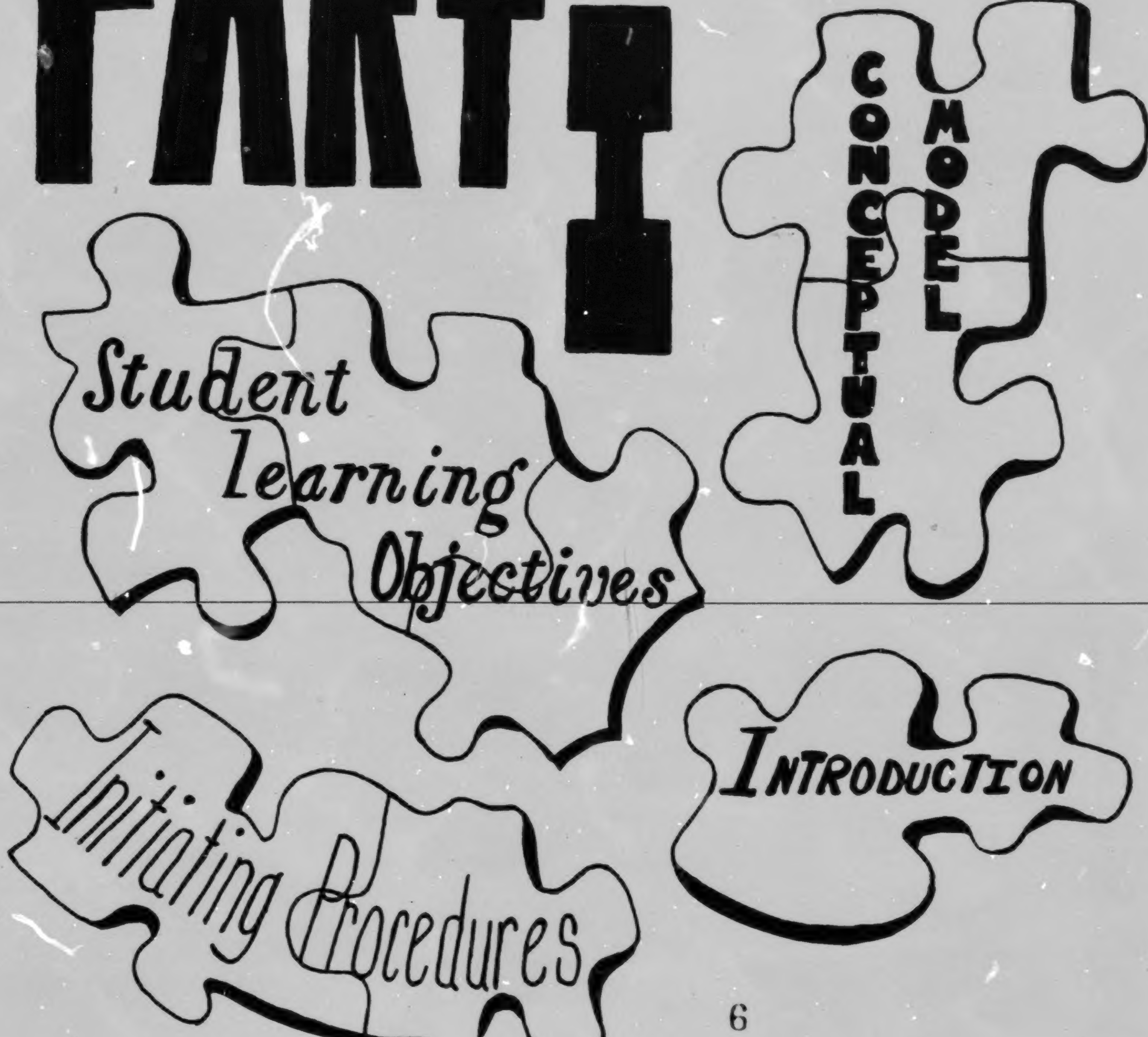
PRINCIPLES OF GROUP PROCESSES

PART I


CONCEPTUAL MODEL
Student learning Objectives
INTRODUCTION
Initiating Procedures

Chapter 1

AN INTRODUCTION TO GROUP PROCESSES

- I. **Common Elements of Groups**
    - A. Group Cohesiveness
    - B. Group Norms
    - C. Group Models
    - D. Reality Testing
    - E. Group Productivity
- II. **Artificial Dichotomies**
    - A. Teaching vs. Counseling vs. Therapy
    - B. Developmental Teaching and Counseling vs. Remedial Teaching and Counseling
    - C. Directive (Structured) vs. Nondirective (Nonstructured)
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    - E. The Affective Domain vs. The Cognitive Domain
- III. **The Need for Personalized Group Methods of Teaching**
- IV. **Overview, Format**
- V. **References**

Chapter 1

AN INTRODUCTION TO GROUP PROCESSES

Public school education in attempting to personalize and individualize teaching has created ever greater demands for group methods that teachers, counselors, and other educational personnel can use to facilitate student growth. Personalized teaching through group processes, which can be a major component of individualized instruction, refers to the activities of creating and leading any of the following four basic types of groups: classroom groups, social learning laboratory groups, counseling groups, and problem-solving groups. A conceptual framework encompassing the four basic types of groups will be elaborated with "how to" techniques for specific application in each of the four types of groups.

COMMON ELEMENTS OF GROUPS

Definitions of what constitutes a group or a group method of personalized teaching can best be conceptualized on a sliding continuum scale of "groupness" development rather than as a dichotomy of a group and not a group (Hemphill and Westie, 1950). Five elements of dimensions of any group, which are present in varying degrees at any developmental stage, follow.

1. Group Cohesiveness — The feelings of unity and common bonds can create powerful attractions to the group and among its members. As cohesiveness is developed through the sharing of common experiences and personal concerns, the amount of influence that group members can exert on each other increases. Psychological support for the individual to try out new behaviors is enhanced.

2. Group Norms — The standards of what is right or desirable, which are generally perceived as being held in common by the group members, become powerful influences on group member attitudes and behavior in groups as they become more cohesive. Group norms may make it easier to change group attitudes than to change individual attitudes.

3. Group Models — As groups become cohesive, the members who are attractive in some way to group members will be imitated by others in the group.

4. Reality Testing — Groups can constitute miniature societies in which individual members can test out other people's reactions to their ideas and their behavior.

5. Group Productivity — In terms of group problem-solving and making commitments to action, the "whole is greater than the sum of its parts" in that the interaction of members in a group will often produce more creative solutions to problems as well as more personal accountability for action.

The preceding five group elements can be used to characterize classroom groups, social learning laboratory groups, counseling groups, as well as problem-solving task groups. How the teacher or counselor can influence and utilize these group elements to facilitate student learning in the areas of self-concept and interpersonal competence will be the focus of the following chapters. Group methods can provide a powerful climate for growth — a learning laboratory at the core of human growth and development.

ARTIFICIAL DICHOTOMIES

Personalized teaching, particularly where self-concept and interpersonal skills are the instructional goals, has been hampered by a network of dichotomies and definitions, which even as historical artifacts are difficult to erase from our thinking (Benson, 1972). The following five interrelated dichotomies permeate educational writing and tend to disguise more relevant issues.

1. Teaching vs. counseling vs. therapy — Past attempts to apply a medical model of mental illness to education in general and guidance and counseling in particular (Thorp and Wetzel, 1969) have highlighted differences in degree of goal emphasis, techniques, and working conditions, which may be present more as artifacts of the past instead of relevant distinctions for curriculum planning and staff specialization for the future.

2. Development teaching and counseling vs. remedial teaching and counseling — While the unexpected crises and the limitations of any mainstream developmental program will probably always be with us, the basic concepts of individualized-personalized instruction, whether it be called counseling or teaching or advising, emphasize individual growth starting with an individual needs assessment.

3. Directive (structured) vs. nondirective (nonstructured) — Some of the traditional directive group methods in instruction and guidance emphasized cognitive influences and activities as compared to the nondirective greater relative emphasis on relationship and emotional climate activities. The assumptions underlying the group methods to be described include the assumption that both cognitive activities and relationship activities in the areas of warmth, empathy, and positive regard are important in facilitating human growth in self-concept and interpersonal competence. A second assumption is that many educational activities labeled nondirective or nonstructured or open school have a very deliberate, systematic, planned structure. For example, Truax (1966a) analyzed an interview conducted by Carl Rogers, a leading proponent of nondirective counseling, which showed very close relationships between Rogers' approval behavior and the client's expression of behavior considered "good client behavior" by Rogers. A similar relationship was found in nondirective group counseling (Truax, 1966b) between groups members' approval and individual behavior.

4. Process vs. content — The process of the delivery and the content of instruction cannot be divorced from each other, and in group methods of instruction in the areas of self-concept and interpersonal competence the group instructional process often became the focus on the content, and, at the same time, the focus of the content is often these same group interaction processes.

5. The affective domain vs. the cognitive domain — One problem with an arbitrary affective-cognitive dichotomy is the ease of overlooking the mixture of components of affective or emotional behaviors and cognitive or mental processes in any meaningful human activity which might be a focus of teaching or counseling. For example, learning theory (Skinner, 1961) defines an emotion as having both autonomic nervous system responses (respondent behavior) as well as associated probabilities of central nervous system behaviors and cognitions (operant behavior). Learning theorists (Skinner, 1961) define responses in terms of meaningful behavioral units, which in terms of instructional objectives in areas of self-esteem and interpersonal competence encompasses both affective and cognitive factors. (see Chapter 2 for examples of instructional objectives.) A second problem with the affective-cognitive distinction is the difficulty of measuring the attainment of personalized teaching outcome objectives formulated under such a dichotomy. An alternative to this assessment dilemma, using an observable behavior category (reportable by others) and a nonobservable behavior category (reportable by self, inferred by others) is described in Chapter 2.

THE NEED FOR PERSONALIZED GROUP METHODS OF TEACHING

No attempt will be made to comprehensively review the wealth of research and descriptive literature on the need for personalized education in the areas of self-concept, interpersonal communication, and group dynamics; but some selected documentation will be made in several trend areas of education including human relations, career development, humanistic education, and achievement motivation. A survey by Branan (1972) of the negative experiences of 150 college students indicated that interaction with teachers was the most frequent negative experience area. A study by Guskin (1971) of 15 New York City High school students and teachers found a climate of underlying tension and negativity. In general, students asked for more openness and mutual respect, as well as more student responsibility for decision-making. In the fields of psychotherapy and counseling Truax and Mitchell (1971) estimate that only one out of three people entering professional training have the requisite interpersonal skills necessary to prove helpful to their clients.

Current career education programs and materials (Tennyson et. al., 1971; Benson, 1971, 1972; and Hansen, 1973) are stressing the developmental tasks of implementing a positive self-concept and interpersonal skills related to life style. In a similar view, Sprinthall (1972), a proponent of deliberate psychological education, indicates that the concept of personal development with legitimate stages and tasks can represent educational objectives for guidance (personalized teaching) better than can arbitrary sets of chamelion-like human virtues.

One of the thrusts of humanistic education (Raths, Harmin, and Simon, 1966) is to help students in the process of value development, and the classroom teacher often can play a crucial role in the valuing process.

Another integrating, supporting force for personalized teaching using group methods is achievement motivation, which according to Alschuler, Tabor, and McIntyre (1971), is a way of "developing and interpolating new subject matters in such areas as value clarification, interpersonal relationships, and creativity, which include thought, action, and feeling in a meaningful whole (p. xviii)."

OVERVIEW, FORMAT

Up to this point, an attempt has been made to define personalized teaching as that part of instruction, which uses group activities to facilitate self-concept development and interpersonal competence and encompasses much of what has been called group counseling, group work, classroom human relations teaching, and career development. Some characteristics common to all groups were delineated as potential areas for teaching strategies for more effectively meeting some of the current needs of education.

Specific strategies for using group methods to further self-concept and interpersonal competence will be described in Chapters 4 through 9 after a framework of suggested example student outcome objectives in Chapter 2 and a theoretical model in Chapter 3 are presented. Recognizing that reading examples of teaching objectives is not always an attractive starting point nor is a theoretical model, the reader may wish to attend first to Chapter 4 dealing with organizing and initiating group methods or Chapters 5–9, which cover example techniques and questions of implementation.

As a check of your knowledge of Chapter 1, you may want to answer the following:

Review Questions

1. What are the four types of groups that teachers and counselors are encouraged to consider in self-concept and interpersonal competence instruction? (page 1)
2. What are five dimensions of any group which provide potentially powerful teaching strategies? (pages 1 and 2)
3. What are two dichotomies in teaching and counseling that hinder the integration of teaching activities and their assessment? (pages 3 and 4)

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Chapter 2

STUDENT LEARNING OBJECTIVES: A SUGGESTED FRAMEWORK

I. Why Consider Outcome Objectives?

II. Observable Behavioral Objectives

III. Nonobservable Behavioral Objectives

IV. Examples of Instructional Objectives
   A. Instructional Objectives — Self Awareness
   B. Instructional Objectives — Interpersonal Communication
   C. Instructional Objectives — Life Planning and Personal Decision-Making
   D. Instructional Objectives — Cooperation
   E. Instructional Objectives — Constructive Confrontation
   F. Instructional Objectives — Group Problem Solving

V. References

Chapter 2

STUDENT LEARNING OBJECTIVES: A SUGGESTED FRAMEWORK

WHY CONSIDER OUTCOME OBJECTIVES?

One potential outcome from focusing on specific personalized teaching objectives is the job satisfaction of ourselves as people in the helping professions (Mease and Benson, 1973). We can apply to ourselves as well as to our students a basic tenet of group work which is that clarity of goals facilitates feelings of personal satisfaction. Self-reinforcement resulting from knowledge of positive results is more probable if we specify our objectives and then prioritize our implementation efforts and evaluate our outcomes based on measureable objectives.

Most of the objectives cited will encompass what is often called the three variables of behavior: cognitive, affective, and psychomotor (Bloom, et. al., 1956; Krathwohl, et. al., 1956; and Dave, 1956). As suggested in Chapter 1, a more useful classification of behavior and instructional objectives, at least in the areas of self-concept and interpersonal competence, is observable behavior and unobservable behavior.

OBSERVABLE BEHAVIORAL OBJECTIVES

Observable behavioral objectives can be evaluated by outside reporters or observers and when two or more people can verify a report we usually attribute objectivity to the report. In using group methods to teach self-awareness and interpersonal relationship skills, the group interaction behaviors can be useful in developing instructional objectives and assessment techniques. Bales (1950), in discussing research on evaluation, indicates that "more accurate assessments of changes in attitudes of an individual may be made from his interactional behavior than from his self-report of progress (p. 80)." In discussing objectives for laboratory training (T-groups), Campbell and Dunnette (1968) emphasize the need for behavioral outcomes assessed in situations where the intended behavior may be exhibited. The use of behavioral objectives can help us know when we have achieved a broadly stated goal and can represent greater clarity of our intentions (Mease and Benson, 1973). Verbal behavior both oral and written is also observable behavior, but we must be careful to distinguish between the actual behavior and inferences about the meaning of that behavior. For example, for a student to have said "I now have a more positive concept" may be in itself significant verbal behavior, but we would not want to infer that he will more likely emit other self-confident behaviors in a given situation without checking it out.

NONOBSERVABLE BEHAVIORAL OBJECTIVES

Nonobservable behavior is that which occurs within the individual whether it be a vital body function or a thought, idea, or feeling that is unexpressed or is expressed in ways that are not detectable by the sensory organs of another person (Ford and Urban, 1963). An example might be an attitude toward school or a particular subject, which is expressed partly by the autonomic nervous system response of sweating when arriving at school but also has a set of beliefs or thoughts about the personal value and meaning of school. The emotional valuing reaction may or may not be observable as well as the belief or idea system underlying the attitude. The student may or may not be able to report accurately on these internal behaviors either because of lack of self-awareness or because of an avoidance or fear reaction. Internal behaviors require both self-reporting evaluation techniques (i.e. questionnaires, attitude surveys, cognitive tests) and observations of other external behavioral indicators which are related to internal behavioral indicators by inference. For example, external indicators of attitude toward school might be the school attendance records, observations of citizenship behavior, and effort. The example of an attitudional instructional objective also illustrates the mix of cognitive, affective, and psychomotor components. Another strategy is to break down global attitudional objectives into more measureable situational reactions, beliefs, and behaviors; however, the distinction between external observable objectives and internal nonobservable objectives is still present.

EXAMPLES OF INSTRUCTIONAL OBJECTIVES

Suggestions for developing goals, performance objectives, and more specific behavioral objectives will be made in six areas of self-concept and interpersonal competence education. The areas include self-awareness, interpersonal communication, life-style planning and personal decision-making, cooperation, constructive confrontation, and group problem-solving. It is assumed that a needs assessment would be a first step in selecting and developing further any of the objectives suggested. The sets of suggested instructional objectives are clustered around six core areas of self-concept and interpersonal competence; however, the areas are not mutually exclusive.

Instructional Objectives — Self Awareness

Goal: To develop self-awareness and positive self-esteem.

Objectives:

1. To indicate identification of one's own intentions, feelings, and ideas by the appropriate use of "I think" and "I feel" statements.
2. To identify the interpersonal consequences of one's behavior.
3. To identify ways of altering ones impact on others.
4. To identify personal areas of success and areas of strength.
5. To describe in a positive way one's success needs and actively copes with fears of failure.
6. To prioritize one's values in relationship to his tentative career plans and life style.
7. To describe one's career and life style aspirations, alternative courses of action, and the field forces affecting goal attainment.
8. The student accurately attributes to himself the elements of his life status for which he is personally responsible.
9. To maintain a personal integrity in the face of different and sometimes conflicting expectations of others.

Instructional Objectives — Interpersonal Communication

Goal: To develop positive interpersonal communication.

Objectives:

1. To affect others positively when the intent is to do so.
2. To listen to the cognitive and affective messages of others as demonstrated by:
   a. asking for others' present perceptions and inferences
   b. checking out agreement/disagreement in the situation
   c. asking others to share their feelings.
3. To communicate messages and instructions to others in a helpful manner.
4. To ask for feedback from others and deal constructively with the results as demonstrated by:
   a. listening attentively
   b. clarifying through paraphrasing
   c. making feedback based decisions
   d. informing others of reactions to feedback received.
5. To describe personal areas for growth in terms of interpersonal skills needed for life style goals and to develop an action plan.
6. To give feedback or helpful reactions to others as demonstrated by:
   a. stating clearly present perceptions or inferences about a current situation
   b. stating clearly ones prior assumptions about a current situation
   c. stating clearly facts or reactions appropriate to the current situation.
7. To exhibit an awareness of the needs of others in task situations.

Instructional Objectives — Life Planning and Personal Decision-Making

Goal: To develop planning and decision-making skills in personal concern areas.

Objectives:

1. To analyze a tentative career plan with a decision-making model as demonstrated by:
   a. formulating sequential short-range and long-range tentative personal plans with identification of decision strategies used
   b. realistically predicting the probable consequences of tentative plans
   c. describing the outcomes of tentative decisions in terms of personal goals and effects on significant others
   d. describing the odds of success and failure of plans from a personal viewpoint
   e. modifying tentative personal plans in the light of new information and chance factors

   f. taking the required action to implement his plans on a reality test basis.
2. To coordinate decision-making in various life spheres and periods of time as demonstrated by:
   a. relating psychological needs to tentative career plans
   b. analyzing personal values in terms of tentative plans and projected life style
   c. analyzing personal values and needs for achievement in terms of aspirations
   d. demonstrating skills in resolving value conflicts between personal values and the environmental press of projected life style planning
   e. describing ways in which interests and talents can be expressed through his tentative career plan(s) and life style(s)
   f. describing needs and expectations at various life stages.
3. To exhibit responsibility for the consequences of educational-vocational decisions and career goal striving as demonstrated by:
   a. following expressed intentions, values and goals with actions
   b. attributing decisions and actions to oneself.

Instructional Objectives — Cooperation

Goal: To develop skills of cooperative interaction.

Objectives:

1. To exhibit interdependence and cooperation in task and interpersonal situations as demonstrated by:
   a. describing the interdependence of individuals in contributing to the well-being of society
   b. sharing in the success of group goal attainment
   c. showing an awareness of the needs of others
   d. participating with specialized contributions in a group effort
   e. recognizing the specialized contributions of others in a group effort.

Instructional Objectives — Constructive Confrontation

Goal: To develop the skills of constructive management of interpersonal conflict

Objectives:

1. To use constructive problem-solving skills in conflict situations as demonstrated by:
   a. identifying potential conflicts between persons and groups and possible compromises
   b. recognizing the cognitive-perceptual distortions inherent in many conflict situations
   c. recognizing common human needs across peer and age groups i.e. stereotyping and polarized thinking
   d. using accurate communication skills in defining conflicts, determining alternatives, and seeking solutions
   e. using bargaining and negotiating skills when compromise is necessary.
2. To cope with the power exercised by others in task and interpersonal situations in ways which are self-rewarding as demonstrated by:
   a. assessing formal and informal power structures in personal educational and work settings
   b. describing the potential effects of various leadership styles and organizational decision-making in task situations.

Instructional Objectives — Group Problem Solving

Goal: To develop abilities to contribute to productive group processes.

Objectives:

1. To describe the various elements of the dynamics of group behavior.
2. To assume task leader and group member roles.
3. To assume maintenance leader and group member roles in regard to group satisfaction and encouragement.
4. To identify and respond to the behavioral cues of group interaction as demonstrated by:
   a. observing and defining nonverbal communications
   b. observing and defining verbal communications.
5. To exhibit skills in group decision-making including consensus methods.

The preceding six sets of instructional objectives for personalized teaching in the areas of self-concept and interpersonal competence are intended only as starting point suggestions. Further elaboration of most of the objectives is required and a systematic needs assessment would be necessary in order to priorize and select specific objectives for elaboration and implementation. All of the objectives suggested lend themselves to group process methods of teaching and counseling. How to implement these group methods will be described with specific examples in Chapters 4–9. The next chapter presents the basic concepts of group methods used in personalized teaching.

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Chapter 3

A CONCEPTUAL MODEL OF GROUP METHODS

I. **The Need for a Conceptual Model**

II. **Dimension I: Climate Factors in Group Process**
   - A. Empathy
   - B. Regard
   - C. Genuineness
   - D. Cohesion
   - E. Trust

III. **Dimension II: Task Steps in Group Process**
   - A. Step 1: Determination of Needs
   - B. Step 2: Negotiation of Goals
   - C. Step 3: Introduction of New Ideas, Skills, Attitudes
   - D. Step 4: Selection-Application-Practice
   - E. Step 5: Evaluation

IV. **Integrating the Two Dimensions of Group Process**
   - A. Complexity of Group Processes
   - B. Model Applications to the Four Types of Groups
   - C. Elaborations of the Group Process Model
     1. Group Balance
     2. Group Members
     3. Group Development
     4. Group Leadership

V. **References**

Chapter 3

A CONCEPTUAL MODEL OF GROUP METHODS

THE NEED FOR A CONCEPTUAL MODEL

Theory in education is often unpupular, perhaps as much or more unpopular than goals, objectives, and assessment; yet empirically valid principles and generalizations can be helpful. A casual inspection of current teaching and counseling resource books, curriculum materials, and workshop agendas shows a multitude of often unrelated techniques and materials using group methods to teach some facet of self-awareness or interpersonal relationships. This chapter will attempt to fulfill a need for a cognitive map or conceptual framework for a systematic but personalized approach to group methods. This cognitive map can be a guide in (1) diagnosing group needs, (2) selecting specific techniques, (3) setting goals, and (4) evaluating progress.

The conceptual model will be described before the more deta[illegible]amples of group procedures in Chapters 4–9 [illegible] to capitalize on the facilitating effects of presenting general methods of organizing thinking in an area before learning the specific details. The facilitative learning effects of such "advance organizers" (Ausubel, 1960) will be elaborated upon in a discussion of orientation to group activities in Chapter 4.

The processes common to the classroom group, the social learning laboratory group, the counseling group, and the problem-solving group fall into two broad categories. One major dimension of group process consists of the climate factors. The second major dimension of group process consists of the problem-solving or task steps.

DIMENSION I: CLIMATE FACTORS IN GROUP PROCESS

The climate factors in group processes fall into three broad categories: empathy, regard, and genuineness. Empathy, regard, and genuineness have been researched as significant and teachable conditions of interpersonal relationships (Truax and Mitchell, 1971). By significant is meant that the conditions of empathy, regard, and genuineness correlate with the amount of mutual interpersonal influence present in a given interaction. Much of personalized teaching or counseling involves an influence relationship with and between students and includes some degree of mutuality. The definitions of empathy, regard, and genuineness will now be elaborated within the framework of group processes used to facilitate self-concept and interpersonal competence.

Empathy

Empathy can be defined as being aware of, sensitive to, and understanding of the feelings, values, and ideas of others. It includes listening actively, questioning, accurately understanding, and participating as an involved, concerned individual. Berenson and Carkhuff (1967) also put an emphasis on levels of feelings and experiences deeper than those actually communicated as a part of empathic understanding.

Regard

Regard includes a resepect for others originating from respect for self. It involves expression of concern and positive feelings for worth as a person as well as the feelings and experiences of others. Other adjectives for regard include warmth, caring, accepting, and selective attention. Traditional nondirective or member-centered theorists have used the term unconditional positive regard: however, a study by Mathhes, Kranzler, and Meyer (1968) suggested that unconditional positive regard might impede change in children. In learning theory terms, all regard or attention shown is selective in the sense that we both perceive and respond selectively. A group leader who can be aware of and selectively attend to or reinforce the behaviors considered desirable will be a more effective and systematic influence in that group, whether it be a class group, a counseling group, or any other group. From a standpoint of gradually trying to shape or influence others in a group, we may be less selective and confrontive in our positive interactions with others while we are in the initial stages of building a strong group climate.

Genuineness

Genuineness can be described as clearly being oneself. For example, observable behavior including verbalizations are related to what one is thinking and feeling. One's intentions and feelings are owned so that there is a minimum of "dumping" or destructive effects on others. Other adjectives include constructive openness, leveling, honesty, "here and now" reaction, concreteness, and self-disclosure. Constructive openness and self-disclosure will be expanded on in later sections dealing with developmental group activities and teaching interpersonal communication. It should be mentioned that if genuineness is to facilitate personal growth or teaching, it needs to involve considerations of tact, risk-taking, a spirit of helpfulness, and a reciprocal situation. An "unloading" of feelings or an emotional outburst of criticism is generally not helpful, particularly when the other factors of empathy and regard are not present and the other person or group members are much more "closed" in their communication.

Cohesion

All three interdependent relationship factors; empathy, regard, and genuineness, closely interact and require some type of balance in order to form a facilitative climate for learning. Cohesion is the construct in groups that encompasses the three relationship factors, empathy, regard, and genuineness and has been defined by Festinger, Schachter, and Back (1950) as "the resultant of all forces acting on all members to remain in the group (p. 37)." Attraction-to-group (cohesion) is partly a function of the amounts of empathy, regard, and genuineness shown in the interpersonal behavior of its members, but is also a result of other incentives, expectancies, and motivations for group membership including perceptions of benefits of working together.

As mentioned previously, cohesion or group power is a common element of all group teaching-learning processes, and specific examples of how this group power can be strengthened and utilized in teaching self-concept and interpersonal competence will follow in Chapters 4–9. Cohesion can be considered an outcome of several group factors — a goal in itself as well as a means to an end. For example, high group cohesiveness increases the following: (Goldstein, Heller, and Sechrest, 1966, pp. 397–398)

a. Openness to the influence of other group members
b. Acceptance of group member confrontations
c. Value of group goals
d. Anxiety reduction
e. Equality of participation
f. Pressure on member who deviates
g. Attendance.

The power of group cohesion can be used for positive learning and problem-solving, or it can be used to stifle individual members and sabotage problem-solving and other measures of productivity.

Trust

Closely related to cohesion is group or interpersonal trust which includes (1) the perceptions of the degree of predictability of other person's behavior and reactions, (2) the perceptions of the goals and self-interests held in common, (3) the degree of mutual influence, and (4) the quality of the interpersonal communication within the trust unit — especially the degree of openness. It should be apparent that empathy, regard, and genuineness, especially genuineness, play a large part in the development of trust. Trust building in a group may be a goal in and of itself, or it may be a necessary climate factor (means) to another (end) instructional objective.

In summary, the three interpersonal relationship qualities of empathy, regard, and genuineness are primary but not the sole components of building group power or cohesion as well as trust. The ideal group climate for learning in many areas of self-concept and interpersonal competence include empathy, regard, and genuineness as group norms as well as providing many opportunities for modeling and initiating empathy, regard, and genuineness behaviors and practicing these behaviors in a variety of reality testing situations.

DIMENSION II: TASK STEPS IN GROUP PROCESS

The task steps in group processes are the problem-solving or action planning activities which form the agenda or purpose(s) of the group meetings. This agenda process may involve classroom activities, social learning laboratory tasks, problem-solving in committee work, and group or individual group counseling goals. The five sequential agenda process steps include: (1) determination of needs and possible areas for growth, (2) negotiation of goals, (3) the introduction of new ideas, skills, or attitudes, (4) selection, application, and practice of new ideas, skills, or attitudes, and (5) evaluation and recycle to step 1 or any other step if necessary.

Step 1: Determination of Needs

Empathic skills are primary in step 1; listening with empathic understanding is vital. Identification of needs, problems, strengths, and possible growth areas is the basic goal. The teacher, counselor, or group leader must also be aware of personal and professional goals and strengths at this point. For example, a teacher-advisor or counseling group may show needs for growth in several areas such as personal career decision-making, handling interpersonal conflict, and study habits. The teacher or counselor may selectively "tune into" the area of study habits or decision-making because of stronger professional strengths in those areas, perhaps with the plan of gradually moving into the more difficult areas with the support of past success. The perceived needs and relative strengths of the students, as well as their active involvement, play an equally important part in the determination of needs or problems to work on which leads to step 2.

Step 2: Negotiation of Goals

A "true" negotiation of goals is partly a test of the effectiveness of the first step as well as an evaluator of open communication and bargaining skills. The process of "need tieing" (Mease and Benson, 1973) is predominant in step 2. By need tieing is meant the art of eliciting the student's needs as they perceive them, and selectively channeling these needs into your professional assessment of their needs while maintaining the student's motivational incentives. For example, junior high students often express their perceived needs in terms of interpersonal conflict with teachers as including less "hassel" about work and more fairness of treatment, while the teacher-advisor or counselor may perceive the student's needs as including a greater variety of skills in coping with authority and positive attention-getting behavior patterns. Openly negotiating explicit goals and objectives that are specific, at least partly immediate, possible, and acceptable to everyone in the "bargaining unit," is indeed difficult! In the example cited it may be necessary to start with a specific concern of the student's, and while showing understanding and support for their needs, emphasize their responsibility also. It may involve role playing ways of constructively confronting a teacher, and may even involve a mediating participation role on your part in actually talking to the teacher in the conflict. A wise strategy is to focus initially on a student who has potential strengths in confrontation, and to try to "engineer" the actual confrontation with the teacher who is most likely to respond favorably. "Success breeds success" in terms of your creditability, group cohesion, and students modeling and being reinforced for desired behaviors.

In summary, the negotiation step is not letting students decide what they need to learn, nor is it a unilateral decision on our part as to what students should be learning, but a cooperative blending of the immediate student concerns and needs with our professional needs, strengths, and assessment. Goal negotiation is but one of many illustrations of mutual influence and behavior change processes inherent in group work. Probably few teachers or counselors would take a course or participate in a workshop or counseling group with the only incentive being some long range prospect of greater self-awareness or interpersonal competence — especially if our egos were not heavily involved in the long term determination of potential benefits! At this point the example presented has touched on aspects of the remaining task steps in group processes.

Step 3: Introduction of New Ideas, Skills, Attitudes

Often teaching, counseling, and other group activities such as committee work are thought of exclusively as this step, yet without the preceding steps of determination of needs and open negotiation of goals the potentials of group processes are vastly underused. Successful introduction of new ideas, skills or attitudes in the sense of facilitating observable or inferred nonobservable behavior change is dependent on several factors including the interpersonal attraction, trust, influence between the members, and the degree of congruity with the needs perception. The introduction of new ways of thinking about oneself in terms of personal responsibility for behaviors is often called "cognitive restructuring." Strong (1970) has summarized some of the ways in which we might help enlarge, stabilize, and validate the cognitions that make up the self-concept, examples include:

a. separating events caused by personal action and the environment

b. enlarging the data patterns used in drawing conclusions

c. suggesting new alternatives to problems

d. suggesting alternative intentions

e. highlighting distorted perceptions of individuals and groups.

Besides enlarging the number of beliefs and ideas held by an individual, specific skills and goal-relevant behaviors may be presented and role played. Modeling techniques are potentially very powerful in eliciting new behavioral patterns. The teacher, counselor, or group leader can openly model and demonstrate the desired behaviors, as well as selectively reinforce those group members who come closest to approximating the desired behaviors. Modeling and role playing self-pride, personal strength awareness, openness of feelings and intentions, constructive confrontation, and techniques of interpersonal communication are examples.

The teacher-advisor group with student-teacher conflict problems presented in Step 3 can also be used to illustrate Step 4. Examples of cognitive restructuring might be to help the students sort out what part their own behavior plays in the conflict situation, what part the teacher plays, and what elements might be of environmental causation. Suggesting alternate ways of dealing with the teacher and the conflict that are new to the student, as well as looking at the common distortions in conflict situations such as polarized thinking and blame, might be helpful. Again the importance of a trusting interpersonal influence climate should be stressed as necessary if these cognitive activities are going to have any persuasive impact. One of the several advantages of using group processes to teach self-concept and interpersonal relationships is that the peer creditability and direct peer influence is often far stronger than that of the teacher or counselor. Indirectly, the skillful group leader or facilitator can do a great deal to persuade, model, and shape by reinforcement the group norms and activities. However, a mutuality of influence and power between all members of a group including any adult leader is necessary for any long range commitment and behavior change.

In the teacher-advisor group example, specific skills in communication and negotiation would probably need to be introduced, modeled, and role played before attempting a problem-solving meeting with the teacher and student(s), which merges into the next process step.

Step 4: Selection-Application-Practice

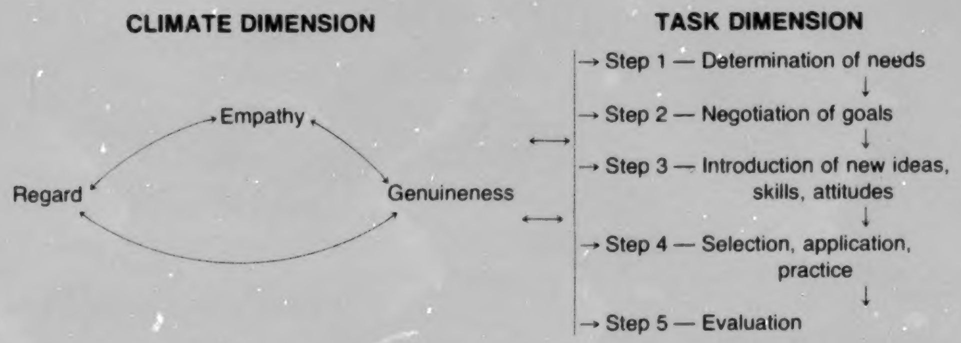
From the multiple ideas, alternative solutions and/or suggested behavior patterns suggested in Step 3, some directional selection must be made. The group facilitator needs to consider the need to practice the use of new ideas and behaviors in a variety of situations. A group learning setting provides many opportunities for reinforced practice within the group interaction, especially in areas of self-awareness and interpersonal competence. Besides the group's natural "social learning laboratory," simulation activities such as role playing and practice exercises can be used to integrate the new behaviors into an individual's repertoire. New behaviors have a novelty-stress aspect as well as an awkwardness and tentativeness of commitment on the individual's part. Learning to discriminate situations where the new behaviors can be successfully applied, modified, and integrated into ones past learning requires reinforced practice in the group and outside the group in a variety of situations. If we assume that behavior is strongly influenced by social and environmental reinforcement, then changing ideas about intentions and causes of behavior is not doing enough to change interpersonal behavior and self-concept. An analysis of the research in social psychology on the effect of attitude or opinion change on subsequent behavior by Festinger (1964) found only three studies testing the hypothesis. All three studies indicated that subjects who changed their measured opinion or attitude did not show overt supporting behavior change in follow-up studies and actually showed some inverse results. Festinger's (1964) explanation is that an opinion or attitude change resulting from a persuasion attempt is unstable and will disappear or remain isolated unless there are accompanying environmental or behavioral changes. Without environmental changes there are likely to be pressures operating on the individual to return to his former thinking, opinion, or attitude. What is important for our purposes is to provide reinforced behavioral practice within the group setting, as well as to engineer as much as possible opportunities for reinforced practice between group sessions and in other life situations. To slight this step is to risk losing the gains from all of the preceding efforts. Negotiating goals and introducing ideas and skills that have a high probability of being reinforced naturally in the student's environment is one way of compensating for a lack of influence outside of the group setting.

Step 5: Evaluation

This last process step includes an assessment of the processes used by the group and the outcomes in terms of individual and group goals. Self-assessment as an incentive technique for the group and for individuals has value in itself, and the recycling of the process back to step 1 or any of the other steps is often necessary. The diagnosis of group process failures or limitations will often show the difficulties to be in one or more of the areas of needs assessment, goal negotiation, the selection of appropriate action plans, or inadequate practice, as well as inadequate relationship climate factors of cohesion or trust often attributed to low levels of empathy, regard, and genuineness in the group.

INTEGRATING THE TWO DIMENSIONS OF GROUP PROCESS

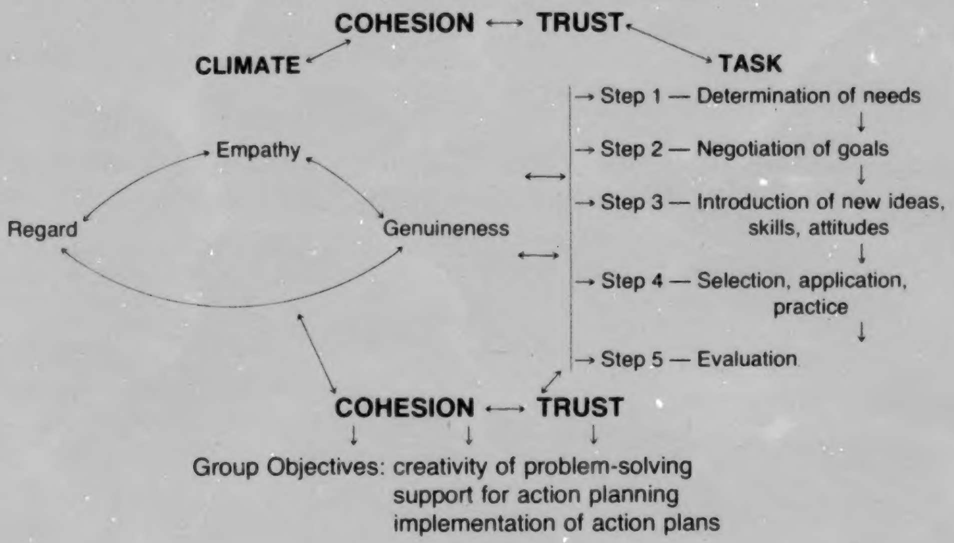
The various factors; empathy, regard, and genuineness; in the climate dimension of group process interact with each other as well as with the five task steps. The mutual interaction and interdependence within and between the climate dimension and the task dimension is illustrated in the following schematic.


CLIMATE DIMENSION
TASK DIMENSION
Empathy
Regard
Genuineness
Step 1 — Determination of needs
Step 2 — Negotiation of goals
Step 3 — Introduction of new ideas, skills, attitudes
Step 4 — Selection, application, practice
Step 5 — Evaluation

The two-way arrows represent the mutual influence and interdependence of factors in group processes. For example, the three climate factors are an interdependent unit, which in turn influence and are influenced by the success of the task sequence of problem-solving. The task steps do have a logical sequence, however, the development of the climate factors; empathy, regard, and genuineness; do not follow any particular developmental order. In most instances the development of the climate factors are not ends in themselves but are the means of maintaining the group so that it can work on the task steps.

Trust and cohesion are two major group dynamics constructs that need to be accounted for in our model. Often trust and cohesion are put solely in the climate dimension; but in this model trust, while largely determined by empathy, regard, and genuineness, and expecially genuineness, also encompasses the perceptions of goals and self-interests held in common, which is partly a function of step 2: negotiation of goals. Sometimes increased trust is a by-product of the successful completion of action-task steps. Cohesion as a broad construct encompassing group unity and power of interpersonal attraction and support is also affected by the task dimension in terms of perceived common goals and perceived goal attainment. Newcomb (1950) has described a group phenomenon of increasing communication over time directed towards influencing members to a similarity of attitudes. Deviants in the group are either changed or rejected. Perceived similarity increases liking in a group. Group interaction can also be conceptualized as a series of mutually rewarding transactions. For example, giving and receiving support, suggestions, or advice, as well as the social rewards of attention. In summary, trust and cohesion are general group conditions which are developed by open personal communication, mutual help and reinforcement, and group goal attainment. At times the conditions of trust and cohesion are directly worked upon as facilitating conditions for other group or individual objectives. Our schematic model now includes the general conditions of trust and cohesion as results as well as facilitative conditions for other group objectives.

MODEL OF GROUP PROCESSES


COHESION
TRUST
CLIMATE
TASK
Step 1 — Determination of needs
Empathy
Step 2 — Negotiation of goals
Step 3 — Introduction of new ideas, skills, attitudes
Regard
Genuineness
Step 4 — Selection, application, practice
Step 5 — Evaluation
COHESION
TRUST
Group Objectives: creativity of problem-solving
support for action planning
implementation of action plans

Agendas or objectives for groups can be divided into three emphasis areas: creative problem-solving, support for action planning, and commitment to implementation of action plans. Group problem-solving has the potential (often not realized) to develop more creative, higher quality solutions than individuals working alone. The psychological support of a group can assist individual behavior change. Group delegation, monitoring, and specialization of tasks can increase implementation of action plans.

Complexity of Group Processes

The complexity of group processes is now evident, and, at this point, we have examined briefly all of the basic concepts in our model of group processes. It is hoped that the reader has some intuitive sense of the two major dimensions of group process and the basic interaction between components. A common terminology of group processes is needed in order to describe groups, to diagnosize needs, and to suggest appropriate developmental activities. A commonly used system of analyzing group functioning was developed by Bales (1950). A modified version of his task-maintenance process observation of group functions is included in appendix A. Task functions refer to activities in the task dimension, and maintenance functions refer to the maintaining of the climate dimension. Another system of analyzing group interaction has been developed by Hill (1965) as an interaction matrix in which the content of communication is categorized as well as the mode of communication. While the Hill Interaction Matrix was originally designed for therapy and counseling groups, it seems very applicable to teaching in areas of self-concept and interpersonal competence using any of the four group settings — class, social learning laboratory, counseling, and in a modified fashion for certain problem-solving groups.

Model Applications to the Four Types of Groups

The potential power of interpersonal attraction and group unity in terms of facilitating psychological support, creative problem-solving, and action planning would seem to be necessary to classroom, counseling, and laboratory groups as well as problem-solving groups.

Group norms supporting open communication, helpfulness, trust, and problem-solving would also apply to all four group types and especially so when the group tasks include self-concept and interpersonal competence. All of the other common elements of groups, including potential for reality testing and practice and the presence of group models, can be integrated into this model.

Elaborations of the Group Process Model

Four additional considerations are needed before we can get into more of the "how to" specifics. A balance of member behavioral patterns and a balance of the eight process components (empathy, regard, genuineness, and the 5 task steps) is required in optimal group learning. Group member variability, the developmental nature of groups, and group leadership are other considerations.

Group Balance: One area of balance is the relative emphasis on the climate dimension versus the task dimension. While often closely related, groups are often held back by relative underdevelopment of one dimension. For example, problem-solving and classroom groups often do not have a sufficient climate to accomplish their task, even though it is recognized that these two types of groups would usually need less of an empathy, regard, and genuineness climate than a human relations laboratory or a counseling group. Human relations or social learning laboratory groups and counseling or teacher-advisor groups often do not develop the task dimension enough to fully capitalize on group support and commitment to facilitate behavior change.

Another area of balance is the amount of openness and self-disclosure between members of the group. For example, a group member who is much more open and willing to deal with relationships and conflicts within the group can be rejected and frustrated if other group members do not reciprocate. A group member who exhibits very little empathy, regard, and genuineness can also be rejected and frustrated — yet some range of variability is necessary for peer-model learning. A third area of necessary balance is within the three factors of empathy, regard, and genuineness as well as within the 5 task steps. Relative under development of any of the components will hinder the total process.

Group Members: Assessing the needs of the students, clients, or target population should be directed not only to the determination of outcome objectives, but also to the determination of process activities. Important characteristics include self-esteem needs, interpersonal communication skills, past group experiences, and preferred mode of group interaction in terms of openness expression of relationships to others, and risk-taking. For example, if most of the group members generally do not openly show feelings and intentions and lack experiences in group learning, it might be best to emphasize the familiar in the task steps and to minimize the novelty-stress elements with an orientation program (see Chapter 4).

Group Development: Group development can best be described as a sequence of stages of phases in which particular model components take on primary emphasis (Tuckman, 1965). Four developmental stages that apply to all of the groups we have discussed include: phase one, which highlights a personal testing for acceptance in the climate dimension and an orienting to goals and purpose in the task dimension. Phase two emphasized interpersonal conflict and emotionally charged competition for expression of ideas and opinions. Phase three includes feelings of cohesiveness and more open exchanges of opinions and alternatives. The last phase is characterized by the forming of functional interpersonal roles and the emergence of solutions and courses of action. These four phases can be conceptualized as a vertical spiral spring in which the four phase sequence repeats itself in increasing higher levels of development in long term or on-going groups.

Group Leadership: Group leadership can be defined as the resources to carry out the necessary climate and task functions in the group process model. Schmuck and Schmuck (1971) define resource leadership in the classroom "as a set of influence functions; as interpersonal processes rather than an attribute of a person; as a verb rather than a noun (p. 19)." The teacher or counselor as group facilitator needs to use knowledge of group process to influence by modeling, explictly explaining, process observing, and selectively rewarding through social reinforcement those behaviors that best approximate the ideal. The group facilitator can also use one's interpersonal influence as a person. Using one's role as a teacher or counselor to direct, reward, and punish may, at times, be necessary, but it will not have the effectiveness of the previous influence methods. Ideally, the teacher or counselor will want to give one's skills away to the group — to teach them to carry out the necessary group functions in helpful ways.

Review Questions

1. Describe briefly the major dimensions of group process in terms of the three relationship factors and the five task steps. (pages 17–19 and 21–28)
2. What are some of the characteristics of a highly cohesive group? (page 20)
3. What are three basic elements of trust? (page 20)
4. The three emphasis areas of group outcome objectives are. (page 31)

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Chapter 4

INITIATING PROCEDURES

I. **Member Selection — Group Composition**
   - A. Preliminary Needs Assessment: Where to Start
   - B. A Balance of Heterogeneity and Compatibility: Who Belongs in Your Group?
   - C. Psychometric Instruments to Aid in Selection and Group Composition
   - D. Other Selection — Group Composition Methods
   - E. Voluntary Selection
   - F. Group Size

II. **Orientation Needs**
   - A. Group Goals and Member Roles
   - B. Rationale for Learning
   - C. Positive-Realistic Expectations
   - D. Group Attraction
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III. **Orientation Methods**
   - A. Informational Methods
   - B. Interviews
   - C. Models
   - D. Role Playing
   - E. Self-Assessment

IV. **References**

Chapter 4

INITIATING PROCEDURES

The sequence of topics for this chapter and for the remainder of the book generally follows the chronological order of decisions a group facilitator has to make. Considerations in needs assessment and the composition of group membership are followed by orientation procedures.

MEMBER SELECTION — GROUP COMPOSITION

Preliminary Needs Assessment: Where to Start

A needs assessment to help determine the nature of the group you are going to work with often can be initiated before the first group session. In this needs assessment, the teacher or counselor needs to consider one's own professional needs in terms of strengths and areas for growth (see Mease and Benson, 1973, for a comprehensive description of this process). We also need to exercise whatever options we have in our professional role to select the group settings, group members, and the group goals which are most likely to contribute to job satisfaction and professional growth. One question to be asked in a preliminary needs assessment is: What types of group settings and with what type of student can I best practice and improve my skills as a group facilitator? The question as to which students appear to have the greatest need for instruction in self-concept and interpersonal relationships must include the question as to which group setting and group population can I as a group facilitator contribute the most? Some specific questions to be asked in this preliminary needs assessment include:

1. What are the similarities of personal traits between me and the students in my group? (interpersonal influence and liking is significantly affected by the amount of perceived similarity of attitudes and behavior patterns between people)
2. How much stress will the group setting and activities arouse in me and the students? (some stress is facilitative, too much stress is destructive)
3. How closely do my perceived needs for the student population correspond to their perceived needs? (an indication of how much negotiation of goals will be needed)
4. What is the probability of success in the group activities planned in terms of my perception and the student's perception? (start where the probabilities of success are reasonably high, but also considered important to you and the students)
5. Are the group's goals and activities congruent with the size of the group? (group size as a significant variable is affected by several factors, but in general large groups can be threatening and stiffling to some members; small groups can lack learning models, reality testing, and creativity.)

With all four types of group settings; class, laboratory, counseling, and problem-solving; there is some range of professional options for the counselor, classroom teacher, teacher-counselor, and teacher-advisor. For example, the teacher-counselor often can work only with advisees that have been chosen or a subgroup of advisees might be organized into a group for a specific purpose. The classroom teacher may have fewer group composition options, but still may select the most favorable class or subgroup of a class to initiate personalized teaching activities. Team teaching, the use of instructional aides, and large and small group modes of instruction also provide group selection options. In all cases the negotiation of goals within the group should allow for a variety of options.

A Balance of Heterogeneity and Compatibility: Who Belongs in Your Group?

A group that includes a variety of behavioral patterns, perceptions, values, and attitudes can provide constructive confrontations, a variety of role models, as well as support for ones individuality. In a study of social learning laboratory training, Harrison (1965) and Reddy (1972) found that in incompatible groups persons more readily explored alternative modes of behavior. While in practical and theoretical terms, organizing a group that closely approximates homogeneity on a given trait or cluster of traits would seem difficult, some areas of compatibility in groups have been suggested. Schultz (1961) indicates that the more energy a group expends on interpersonal problems arising from lack of compatibility the less energy they devote to the task at hand.

Some basis of interpersonal compatibility is needed to build a strong enough climate of cohesion and trust from which to work out other differences. The opportunities in groups for learning from each member's differences must be balanced by some common elements of communication and moral support. Many examples come to mind of novice group workers organizing small groups of alienated or acting out adolescent students with the resulting lack of peer models and reality testing. Such groups can be very cohesive with very strong norms, however the teacher or counselor may have a difficult time exerting influence in such a group and the group power and group norms may be entirely contrary to the group facilitator's purpose! In school settings the age range of convenience and practicality is often within one grade level or perhaps two or three in the upper grades. The potential learning from a wide age range can sometimes be approximated with visits, interviews, and other "homework" activities between group sessions and the use of simulation within the group.

The novice group facilitator may find it easiest to start with a grade level age range, and at the junior high level a single sex group may be easiest to start with on some topic such as dating. In summary, group membership heterogeneity in terms of providing alternative models, constructive confrontations, and stress conditions needs to be balanced with some common elements of interpersonal communication, perceived goals, and psychological support.

Psychometric Instruments to Aid in Selection and Group Composition

Organizing compatible groups in terms of the individual orientations to interpersonal interaction has been researched by Schutz (1966) using a 54 item self-inventory (FIRO-B) to measure three needs in interpersonal relationships — inclusion, control, and affection. The research by Schutz (1966) with experimentally constituted task groups showed that as the task difficulty increased, the positive effects of interpersonal compatibility, as measured by the FIRO-B scales, increased also. The Reddy (1972) study previously mentioned with sensitivity training groups showed that self-actualization outcomes were greater with incompatible FIRO-B scale groups. While the exact FIRO-B scale parameters desirable in group composition are not yet developed, the scale itself offers an interesting conceptualization of interpersonal needs and group interaction (see appendix B for a description of the FIRO-B scales).

Another psychometric test for classifying group members is the HIM-B (Hill, 1965) which consists of 64 items sampling 16 cells of the Hill Interaction Matrix (HIM). The member centered content and the speculative and confrontative modes of interaction (cells 13–16) are considered by Hill to be the most productive in human relations learning (see appendix C for a description of the HIM-B categories). The HIM-B was designed primarly for use in group counseling and human relations laboratory training to select group members, categorize group facilities, diagnosis group composition conflicts, and evaluate group development. Gibson (1970) found that homogeneous groups selected by the HIM-B were smoother in terms of conflict and appeared more productive. An upper elementary and junior high version of the scale is available as the HIM-A.

Other psychometric instruments that may help in initiating and evaluating groups include (1) the "Managerial Grid" (Blake and Mouton, 1964) which measures an individual's leadership concerns in terms of task completion and human relations, (2) The Friendship Relations Survey found in *Reaching Out* (Johnson, 1972, pp. 21–25) which measures receptivity to feedback and willingness to self-disclose in interpersonal relationships, and (3) the Group Counseling Survey (appendix D) which measures perceived value of group counseling or related interpersonal skills training and the receptivity to the here and now member-centered interaction characteristic of human relations training.

In summary, the psychometric instruments described may be used for helping determine the selection of group members, the composition of groups, the selection of initial group activities, and the progress in group or member development. In many instances, these instruments will require modification in reading and concept level. The actual administration of some of these instruments with possible follow-up discussion can be a learning activity in itself.

Other Selection-Group Composition Methods

In some group work instructional settings it's possible to use individual interviews as a selection-screening and group matching procedure. The group interview as a selection procedure has been described by Fields (1950) as having the potential advantages of a longer observational period, a common situation, samples of interaction behavior, and possibilities of less tension. Goldstein et. al. (1966) make reference to the research in group dynamics which points to the superior predictive value of utilizing group interaction itself as the basis for estimating subsequent group member behavior. In some group settings it's possible to consider a "voting in" procedure whereby the group members participate in the selection and composition process. Counseling groups, teacher-advisor groups, and some social learning laboratory groups might consider the voting procedure, perhaps, combined with interviewing procedures.

Voluntary Selection

An inherent part of the personalized group teaching process is the negotiation-cooperation process of goal setting, practice, and evaluation. If one is to grow in self-awareness, self-esteem, and interpersonal relationships, it's necessary to attribute behavior and attitude changes to oneself and not attribute causation to other people and factors in the environment. Group members must perceive that they have choices in the learning process or commitment to change will be lacking. At the same time, the group facilitator, and hopefully other group members, are influencing the self-concept and interpersonal competence learning of each group member; but a key ingredient is the openness of this process, the awareness feelings of power and influence within the group. The degree of voluntary participation will vary with the group setting in terms of the strength and the timing of the development of mutual influence and feelings of destiny control within the group. For example, some classroom, laboratory, and advisory groups may meet initially without much perception of choice as to group membership, group goals, etc. The difficult art is to find some areas of need and negotiation. The teacher or counselor may find it impossible to influence the group process in ways that the power and influence are shared. Students may "drop out" of such groups literally or figuratively if they don't develop perceptions of self-direction and choice. The group facilitator may also "drop out" if his/her influence, and professional job satisfaction needs are not met (usually the group is disbanded or the goals are dropped).

Group Size

The implications of group size in terms of measuring member satisfaction and learning as well as for setting minimum-maximum ranges for a reasonable chance of success are dependent upon several factors. The general group task, the group facilitator's style and skill level, and the members' skill level are all interacting variables affecting the range of optiminal groups.

For example, an interpersonal communications laboratory exercise or a value clarification exercise might be handled easily in a group of 30. A strength bombardment exercise or a personal goals setting activity might be difficult for individuals to get "air time" and to listen and help others in a group larger than 8 or 10. A group facilitator who assumes a lot of responsibility for structuring group activities can handle larger groups, as can someone who has a great deal of experience and skill in group process. In groups where the members are highly motivated and/or have developed interpersonal communication and group problem solving skills, the size variable can be somewhat larger. Many of the group activities suggested can also be used with subgroups of a class or laboratory or counseling group, including pairs, trios, etc. Total group cohesion can be more difficult with an extensive use of subgroups. As group size increases, the pattern of interaction changes (Bales, 1950) with the more verbal members taking up more of the air time, and quiet members taking even less air time as feelings of threat and inhibition increase. Also the number, pace, and complexity of interpersonal interactions increases to a magnitude that is beyond most member's or facilitator's capacity to mentally process and openly react to. Minimum numbers are also necessary for providing a variety of experiences, reactions, role models, creative alternatives to problems, and psychological support systems.

GROUP SIZE CONSIDERATIONS

In general, as the size of the instructional group increases, certain limiting conditions increase to a point where further increases in group size are destructive. At the same time, as the size of the instructional group declines below a certain point, some positive conditions associated with learning in a group setting diminish.

AS GROUP SIZE INCREASES (beyond a point that needs to be determined by experience)	*Limiting Conditions Increase:* a. Vocal members dominate b. Member dissatisfaction increases c. Process observation complexity d. Amount of individual "air time" decreases
AS GROUP SIZE DECLINES (below a point that needs to be determined by experience)	*Positive Conditions Diminish:* a. Creativity b. Variety of models c. Psychological support

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ORIENTATION NEEDS

The goals or functions of the orientation phase of the personalized group instruction process include providing group goal clarity and member role clarity, providing a rationale for learning, developing positive but realistic expectations, initiating group attraction, and minimizing but not eliminating stress.

Group Goals and Member Roles

Lack of clarity as to what to expect from group participation as well as what is expected of each member has been conceptualized by Lewin (1951) as leading to uncertainty and threat, since one cannot be sure that a given action will lead toward a desired goal. In an experimentally constituted group, Raven and Rietsema (1957) found that clarity of group goal and how to achieve the goal were positively related to feelings of group belongingness and willingness to accept influence from other group members. In review of thirty-seven small group studies, Heslin and Dunphy (1964) found three basic variables positively affecting group member satisfaction, (1) degree of consensus as to who has the highest status in the group, (2) amount of perceived freedom to participate, and (3) amount of perceived progress toward group goals. Goal setting can provide a motivational stimulus resulting in greater performance and persistance. Hoopes (1969) found that an explicit goal-setting process in academic improvement groups facilitated outcome performance in terms of improved grade point average and increased study time. The goal setting process identified, specified, and set minimum levels of performance for scholastic achievement goals realistic for each group member.

Rationale for Learning

Initial structuring of group learning activities can help students anticipate, organize, and transfer the forthcoming experiences. Starting the learning process with the presentation of highly inclusive concepts (advance organizers) was found by Ausubel (1960) to enhance the learning of meaningful verbal material. These advance organizers were found to mobilize relevant existing concepts and experiences, and the more unfamiliar the material the more highly generalized the initial concepts must be. Truax and Carkhuff (1967) report that explicit structuring enhances counseling effectiveness. A review of the research on human learning by Murray and Jacobson (1971) emphasized that awareness and other higher level cognitive processes definitely facilitates human learning even in operant conditioning experiments.

Cognitive structuring continues throughout the group teaching session. Group development, changing goals, and recurrent member uncertainty concerning what is expected will necessitate new operational guidelines and clarification of earlier ones. An overreliance on numerous abstractions and rigid rules is not intended; but some explicit rationale and groundrules or norms for group operation are necessary. The actual implementation of these norms is usually a slow shaping and modeling process; especially norms of interaction that are largely unfamiliar to the group members. For example, a norm of expressing one's feelings and intentions on a here and now basis is a mode of interaction largely atypical in social and school settings. Introducing a here and now interaction norm to a human relations training group should be preceded by some rational (advance organizers) for the nature and value of open interpersonal communication. Here again, only by modeling and selectively reinforcing approximations of this behavioral norm will we see some actual behavioral change.

Positive-Realistic Expectations

Clear and positive expectations for an individual starting in a group activity are necessary, but these expectations must also be realistic in terms of likely fulfillment and mutual in terms of the group facilitator and the rest of the group. Positive expectations can affect student attendance in group activities, openness of communication, increases in specific behaviors expected, and intellectual functioning. Clear and positive client expectancies for counseling developed in intake interviews have been found to be associated with subsequent open and responsive client behaviors. The "Hawthorne Effect" (Roethlisberger and Dickson, 1939) from industrial social psychology is used to describe the phenomenon that people who feel that they are especially selected to show an effect will tend to show it. Rosenthal and Jacobson (1968) found that teacher expectations of students have powerful short-term effects on student school achievement.

Group Attraction

Developing an intitial attraction to other group members is necessary in building group cohesion and mutual influence. One method of inducing attraction is to structure initial expectancies. An example might include presentations such as "This group you are joining is composed of several students with much in common with you. There are a great deal of good ideas and friendly feelings in this group. The group members will use your contributions along with their own to carry out some worthwhile activities."

In one of the classic studies of small group cohesion and social influence, Back (1951) manipulated group cohesion on a picture interpretation task with three experimental variables (1) structured interpersonal attraction, (2) task direction or incentives, and (3) structured group prestige. The results indicated that interpersonal attraction increased receptivity to the group influence process, task direction facilitated efficiency, and structured prestige established cautionness and dominant-submissive roles. The risks of misleading a perspective group member should also be noted. Janis (1958), for example, has shown the tendency for individuals in unexpected stress situations to react with hostility when the true situation is evidenced.

Another strategy for increasing attraction is to require some effort in becoming part of the group. Aronson and Mills (1959), for example, found that elaborate initation procedures positively affected preferences for group membership. Increasing membership efforts probably has a point at which efforts to gain group membership might also decrease attraction to the group. Elaborate membership activities i.e., individual and group interviewing, waiting lists, questionnaires, etc. probably are reinforcing from the attention standpoint as well as producing the phenomenon of positively evaluating effort-invested activities.

Another closely related attraction strategy is the use of incentives for group participation. This might involve specific rewards related to free time, school privileges, materials, and high interest activities. When conducted within the content of open and ethical objectives the use of incentives can support need tieing efforts and greatly increase the success probabilities with the reluctant adolescent. Other initial group membership incentives might be considered such as providing convenient meeting times, accommodating locations, and other logistical and setting preferences, and acknowledgement of the commitment and expertise of the group facilitator.

Optimal Stress

There are three basic characteristics of stress — the novelty of the situation, the intensity of the stimulus, and the ambiguity of the situation (Janis, 1958). Anxiety is positively related to ambiguity in interpersonal relationships. Personalized teaching using group settings in areas of self-concept and interpersonal competence will involve novel expectations and activities for many students (as well as many teachers and counselors!). The modes of communication and the focus on group processes of interaction will be novel as well as ambiguous in terms of member expectations. Some of the learning objectives and activities will involve evoking intense internal reactions as well as the group setting itself can be a very intense stimuli complex. For example, a power-powerless laboratory activity designed to teach a human relations objective may involve very open communications of personal feelings and confrontive relationship reactions which could also evoke inner reactions of dominance or submissiveness or guilt. Hopefully, the reactions to the reading of these possibilities are not too stressful! Too much stress leads to a rigidity of thinking and behavior as well as to potential avoidance behavior patterns. Poorly prepared group members in the example laboratory exercise might not learn what was intended; but instead might avoid any future similar situations and carry with them some very negative memories.

Explicit structuring of what to expect, negotiation of goals, role playing, participation options, providing models, and gradual shaping are some of the ways of minimizing stress. Some degree of stress is inherent and beneficial. In discussing human relations laboratory education, Schein and Bennis (1965) refer to "unfreezing as a graceless term that implies that a period of unlearning or being shook up . . . must take place before learning can be initiated" (p. 43). The use of systematic preparatory procedures will minimize unfreezing without over structuring the group learning experiences nor yielding so much group member comfort that growth and change is not stimulated.

ORIENTATION METHODS

Several examples of orientation methods were included in the discussion of needs, but more detailed examples will be provided of the use of print materials, lectures, individual and group interviews, model presentations, role playing, and self-assessment.

Informational Methods

Informational approaches in self-awareness and interpersonal relations areas are often neglected at the expense of experiential approaches. Perhaps because our experience has taught us that students seldom fully comprehend our original instructions and guidelines and remain unable to act consistently on this guideline during group activities, we often ignore informational methods. We also know from our experience that presentation of material does not necessarily lead to much awareness of that material, nor does a given amount of awareness necessarily lead to behavior and attitude change. Even in light of these limitations there still remains a strong case for the use of informational methods as one component of orientation and teaching in self-concept and interpersonal areas. In general, any information that helps clarify expectations for the group learning activities in terms of goals, rational, and member roles can be helpful with information about the setting and developmental nature of the sessions.

An informational approach to reduce role ambiguity in a group situation was found to facilitate interpersonal openness (Whalen, 1969). Heilbrun (1972) found that a briefing booklet on the nature and goals of the initial counseling interview increased the amount of continuance in counseling for prospective clients described as having low readiness for counseling. Each group setting will have unique needs in terms of goals, student readiness, novelty of activities, and degree of voluntary participation; however, two examples of orientation information will be presented. Guidelines and ground rules for authentic communication (Gordon and Liberman, 1971) suggest the following:

1. Be your own chairman, decide what you want to do.
2. Give to this situation what you want to give and get from it.
3. Speak for I not we.
4. Make as many statements as possible and only ask important questions.

Others that could be added for advisory, counseling, or other groups might include:

5. Share your personal feelings, reactions, and intentions as best you can.
6. Consider that you want the freedom to choose how much or little you respond in the group and grant this freedom to others.
7. We need to try to be honest with ourselves and each other, but in the light of needs to also be helpful to others.
8. What we are thinking and feeling right now in the group is very important information.
9. Acknowledge what other people have said.

An example of orientation information for developmental counseling, which could be modified for advisory or optional personal-social learning laboratory or classroom activities, is as follows:

Developmental Counseling Groups

The teachers/counselors will be conducting several small counseling groups for students this quarter. There will be two basic types of groups. One will be concerned with academic improvement. Group members will be aided to help themselves and each other to become openly committed to working on their own achievement problems and exerting influence on other members to achieve better.

Other groups will be personal interaction laboratories which will focus on improving group members' skills in initiating and maintaining interpersonal relationships. These groups are designed to help the individual understand and learn ways he can effectively relate to others. Group members can often learn ways to get people involved, to deal with quiet, shy people, to work with unusual behavior, and to communicate better with others.

Students will be urged to use their new skills in situations outside the group setting. Those of you with an interest in developing interpersonal skills may find these groups quite helpful.

The total time commitment for group members will be one meeting per week for the rest of the quarter. If you are interested in exploring either of these groups, please sign this list. If you wish, you may also talk with a teacher/counselor who can answer your questions about the group program.

(modified from a 1972 memorandum
from the
Student Personnel Office,
College of Education,
University of Minnesota)

Lecture presentations and discussions are often part of the information component of orientation. Information and persuasion purposes are often interrelated in such procedures. Persuasion attempts may be made in areas of volunteering for group activities, increasing the perceived value and commitment toward the group activities, and willingness to engage in novel ways of group interaction and the processing of this interaction. Persuasion efforts need to consider how the perspective group members perceive the credibility of the speaker. The credibility of the orientation presentation depends on such factors as how expert, trustworthy, and attractive the presenter appears to be to the student. Expertness is composed of such factors as amount of past successful experience, occupational position, and education. The teacher or counselor needs to make known his/her expert qualities in ways that perspective group members can relate to, in terms of perceiving potential help in satisfying personal-educational needs without giving up one's responsibility for personal growth. Trustworthiness is composed of such factors as perceptions of the absence of ulterior motives and consistency and openness of behavior. Attractiveness involves the degree of perceived similarity between the presenter and the audience, social prestige, and other charismatic personal qualities.

To summarize, at the risk of berating the obvious, an orientation lecture-discussion requires the teacher or counselor to project confidence, knowledge, straightforward motives, and social attractiveness. In some educational settings it might be possible to use a team approach in group work that will allow the orientation presentations to be made by the most credible and dynamic staff members. In undertaking orientation-persuasion activities the student qualities of readiness for group participation and persuadibility must be considered. Student readiness would involve knowledge and positive attitude toward the purpose, value, and interaction role in the group learning activities. Student persuadability is negatively related to self-esteem, independence, and intelligence factors. Students who do not have high readiness qualities as determined by such methods as interviewing or psychometric instruments such as the HIM-B or the Group Counseling Survey will need an orientation presentation that stresses tentative short term commitments and low risk activities. Students who are not easily persuaded are generally characterized as having high self-esteem, independence, and intelligence, and will require a presentation that covers both the positive and negative features and arguments of the proposed group. Any intended changes in opinions or attitudes relating to perspective group membership, especially for reluctant students, will not likely show until after several days, or several weeks, time (the "sleeper effect" Weiss, 1953). The content, methodology, and timing of the orientation procedures are dependent on both the general type of group learning activities planned and the student's readiness and persuadability.

An informal orientation presentation with opportunities for questions for a planned personal growth group (teacher or counselor led) or a human relations laboratory group might consider the following goals; development of perceived value and commitment, group attraction and cohesion, optimal stress, and a cognitive framework. Suggested ideas and topics for an orientation presentation might include:

1. Examples of everyday need situations where the skills used in the group might pay off.
2. The group activities would be an opportunity to work with other students who share many things in common including some degree of compatibility and have made a commitment to helpfulness.
3. Honesty in dealing with one's feelings and helpfulness in reacting to others is necessary.
4. The goals are ambitious and some of the activities will be difficult, but the carry over to other areas of life can be worth it.
5. Events that happen in the group take up much of the discussions and generate many of the activities.
6. There are several possible sources of periodic frustration and discouragement which we can't entirely eliminate, but we can work out as they occur. The sources of occasional stress and difficulty include: potential conflicts between group members, the initial novelty and awkwardness of some activities, and the puzzlement that can occur over the purposes of some activities.
7. Some risk-taking is encouraged because it can be very productive — however, everyone chooses his own direction. Every activity has at least two options including non-participation, and no one should be pressured to participate.
8. The setting, attendance policy, other logistic factors, initial commitment to participate, activities, and additional orientation activities such as individual or small group interviews and modeling demonstrations might follow.

Interviews

When the group activities have individual goal setting as a major component such as advisory or counseling groups, it's always advisable to conduct an individual or small group interview. The Hoopes (1969) research showed the generally positive effects of specific goal structuring with academic improvement groups. A comparison of individual and group interviews for orientation to human relations training groups by Anderson, Hummel, and Gibson (1970) did not show any different effects on outcome measures. The individual orientation interview lasted for fifteen to twenty minutes and involved encouragement and assistance in formulating interpersonal skill goals as well as discussion of the general format of the laboratory. The one-half hour small group orientation consisted of presenting examples of possible goals and also discussing the laboratory format. The trainees were then instructed to form personal goals by themselves, share them in early laboratory sessions and ask for help in achieving them. The interview can also provide an opportunity to help students recognize and clarify misconceptions, concerns, and expectations of the proposed group activities as well as providing some cognitive structure that will enable them to participate more effectively.

The group drop out rate in personal growth and communication groups drops significantly if the following commitments are made by all group members in the orientation interview (Anderson, 1970):

1. The initial development of at least one behavioral learning objective with the student.
2. At least a tentative commitment to look at one's behavior for areas of growth.
3. A firm commitment to attend at least the first four group sessions in that this is a minimum to gain a flavor for the group's potential.
4. A commitment to share one's goals in the first session and to ask for help with this goal.
5. A commitment to help other group members with their goals.
6. After the group's norms of operation are explained, a commitment from each student to try to follow these norms.
7. If appropriate, the teacher or counselor will shape expectations if they are unrealistic in nature.

A topic outline for personal growth and communication groups orientation interview is as follows:

I. Orientation Interview (10–20 minutes)
   1. Introduce group norms of interaction such as openness, risk-taking, and here and now events.

2. Elicit and shape, if necessary, a goal from each member. Use successive approximations to an explicit, observable goal throughout the small group sessions. Students should know that goals are negotiable.
3. Gain commitment to goal.
4. Cover group norms of operation. Limits — number of sessions, length of sessions. Ground rules for openness, risk-taking. Not a gab session or complainer's session. Norm is to do something that you want to do.
5. Set up expectations for a positive group experience: Rewarding experience, similarity to other members, like other group members.
6. Brief review — emphasize goals.

II. Goal setting as part of the small group process will need to reiterate steps (1), (2), (3), and parts of (4) and (5). The goal setting process sill be a part of every session and not just during the orientation interview and the early sessions.

The following format could be used to communicate ideas about personal growth and communications groups to school staffs or other groups.

Group Meetings

Time: Once a week for one hour. Each group will arrange its time schedule at the first meeting. Ten to twelve meetings will be planned.

Purpose: The purpose of this group is to gain a better understanding of others (students, teachers, parents) and of self. Emphasis will be placed on (1) communication skills, (2) a look at self-concept and self-awareness including strengths and areas for growth, and (3) the development of trust in self and others.

Group Norms (Climate)

Helpfulness
Honesty
Responsibility

Working Structure (Task)

Form a personal goal
Develop an action plan
Evaluate and revise if necessary

Objectives of Orientation Interviews:

1. Orient in terms of content, goals, processes.
2. Initiate a personal goal statement.
3. Build up the experience as a valuable one.
4. Involve the student's ego as a potential contributor.
5. Seek commitment to norms of openness, honesty, responsibility, helpfulness, and regular attendance.

Models

The powerful learning effects of observing models has been reviewed by Bandura (1971) from the standpoint of facilitating the rapid learning of complex social behavior. Models can present complex chains of stimulii in a natural fashion and show the reinforcement for the desired behaviors which in turn is a vicarious reinforcement for the observers of the model. Models also provide cues for when and how to respond in the desired fashion. For example, genuineness as an interpersonal behavior pattern is complex and difficult to describe, but in the orientation presentation either a lecture-discussion and/or group or individual interview the teacher or counselor can model self-disclosure and other genuineness behaviors. If some of the modeled behaviors are explicitly identified, effectiveness is increased. If the students see the model's behaviors as being rewarded, the effects are also greater (vicarious reinforcement). Learning when and how to use self-disclosure behaviors will require several approximate modeling examples in a variety of situations as well as opportunities for reinforced practice — both of which are developmental activities to be undertaken in the group sessions.

Model characteristics include real and symbolic, single and multiple, terminal or graduated behavior and vicarious and active participation. Symbolic modeling procedures include the use of audio or video tapes, films, or other print or non-print audio-visual presentations. In providing models of group processes and member roles, the viewing of a small group session is the most realistic and also has the added impact of multiple role models. The perceived similarity, interpersonal attraction, and influence of a model, which is not too advanced or different from the student viewer, is the most effective. The use of a sequence of graduated models portraying increasing levels of behavioral competence is more effective than presenting a model who is qualitatively far superior to the observer. The advantage of group learning is the presence of several group members who can function as models at different levels of self-awareness and interpersonal competence. The group facilitator must be careful in his or her modeling and reinforcement of peer models of not expecting behaviors too difficult for the rest of the group members. Too "ideal" a modeling can reduce not only the interpersonal influence of the model, but can actually increase the stress and anxiety levels of other group members who cannot see themselves enjoying the modeled behaviors and may feel more inadequate.

Examples of the successful use of symbolic modeling as orientation procedures include the presentation of audio tape recordings of group sessions to increase interpersonal exploration and social awareness in group therapy and group counseling (Truax, 1963; Truax and Carkhuff, 1965; and Truax, Wargo, Carkhuff, Kodman, & Moles, 1966). Scoresby (1969) used a model film of group interaction to induce certain expectations for interpersonal interaction in group counseling. He found that induced expectancies were effective only when they were congruent with the subject's past patterns of preferred interaction. Actual group counseling participation in a one hour session was compared with observation of a video tape of the session as to effectiveness in changing interaction patterns as measured by the HIM-B (Landy, 1970). The observation method was found to be more effective, and the results call into question the use of early participation procedures that involve personal risk. Lack of adequate cognitive structuring and poor timing may also partly explain the disappointing results of the participation procedure. It would seem that higher risk models of group interaction can be observed during orientation than that can be participated in. Successive approximation practice steps with reinforcement would seem necessary after model presentations.

Role played, spontaneous rehearsal or actual video or audio recordings of group learning sessions can be easily developed for initial orientation and on-going group activities. Actual recordings would require the consent of the participants, which is often feasible when the purpose is explained. A library of audio-visual models would be a highly useful resource with pay off for the group facilitator and the members of the model groups in terms of self-evaluation as well as a resource for other group facilitators and group settings. A twenty-minute role played model of a developmental counseling session was found to increase scores on the R-Scale on the Group Counseling Inventory (Benson, 1973). The R-Scale refers to a positive attitude towards an open sharing of feelings and reactions in a group setting as well as dealing with the group process and personal growth concerns of the members. The most effective video-taped model was found to be one in which the group interaction portrayed was fairly confrontive and risk-taking but also helpful and supportive. Making modeling or demonstration tapes is not time consuming but does require either highly experienced group members or fairly well structured roles. Writing scripts using examples from books, experiences, and recreations was found to be very time consuming and not as effective as using experienced group members or highly structured roles of interaction.

In considering the effects of video tape procedures, Michael and Maccoby (1953) propose that in teaching, the use of student participation can increase the amount of learning over that of passive observation. Jones and Krumboltz (1970) found that a participation vocational-exploration film with five "stops" for either overt or covert student responses was more effective than that of a standard film on vocational exploration. It should be noted that there was a lack of measurable behavior change during the follow-up months. All of these orientation procedures will have short term positive impact, at best, which will need to be capitalized on in the group sessions. Perhaps even the larger learning environment of the student would need to change in some way in order to see much observable long term behavioral change; however, the student may do some of his own changing of his environment as a result of group learning experiences. For example, the student may change his educational program, job, dating partner, body weight, way of responding to his teachers, etc. partly as a result of group support and learning activities. Such student initiated changes can surely change his environment.

Any opportunity to practice or participate in the modeled activities will increase the amount of learning. For example, if a communication exercise or a personal goal setting activity would be part of a video tape model or follow shortly after the presentation, the effects would be greater.

Another consideration in modeling procedures is to use models who are similar in age, status, etc. (somewhat older models may be all right, but not younger). A senior high school role played session or actual session of a successful group activity could be used with junior high students.

Role Playing

Role playing can be used as a participation orientation technique as the primary method or as a component preceded by cognitive and/or modeling activities. Janis and King (1954) found that "improvisation" in role playing facilitated opinion change as well as satisfaction with the role playing performance. Role playing was found to be more effective than observation of role playing in changing attitudes toward racial integration (Culbertson, 1957). Emotional role playing to induce fear was found to be more effective in changing attitudes toward smoking than that of cognitive role playing (Mann, 1967).

Self-Assessment

The process of seeking student's perceived needs, goals, interests, and strengths can involve a self-assessment introspection process that in itself contributes to the orientation process. The use of interviewing and psychometric techniques can help students become more aware of their status as well as expectations for the group. By the very nature of the questions raised and the process of responding the students can be sensitized to the group learning goals, possible activities, sources of stress, and setting and logistics factors. The pregroup assessment effects also must be considered before any group learning activities. For example, the administration of the HIM-B, FIRO-B, the Group Counseling Survey, or any other assessment techniques might have an effect in and of itself.

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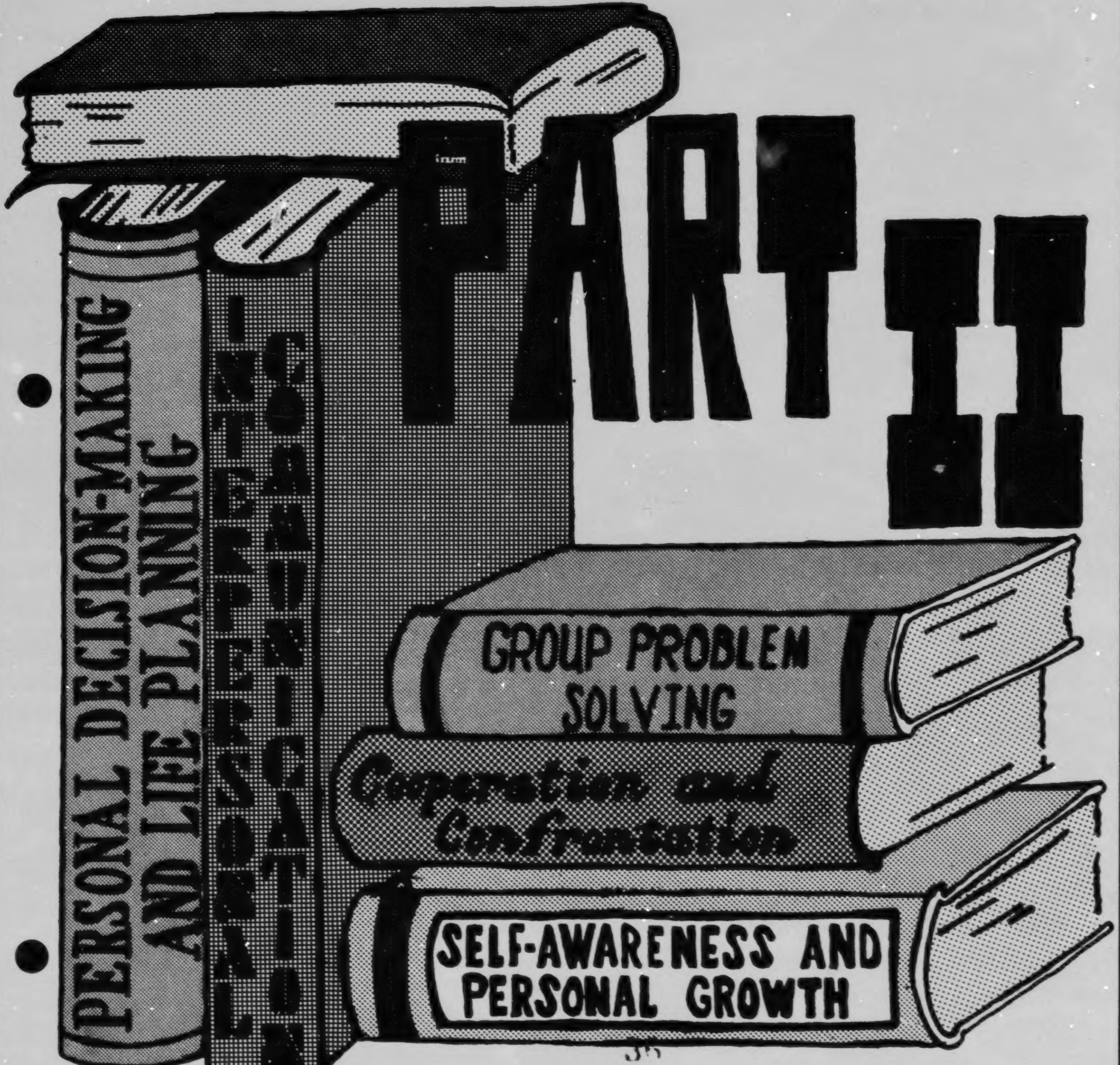
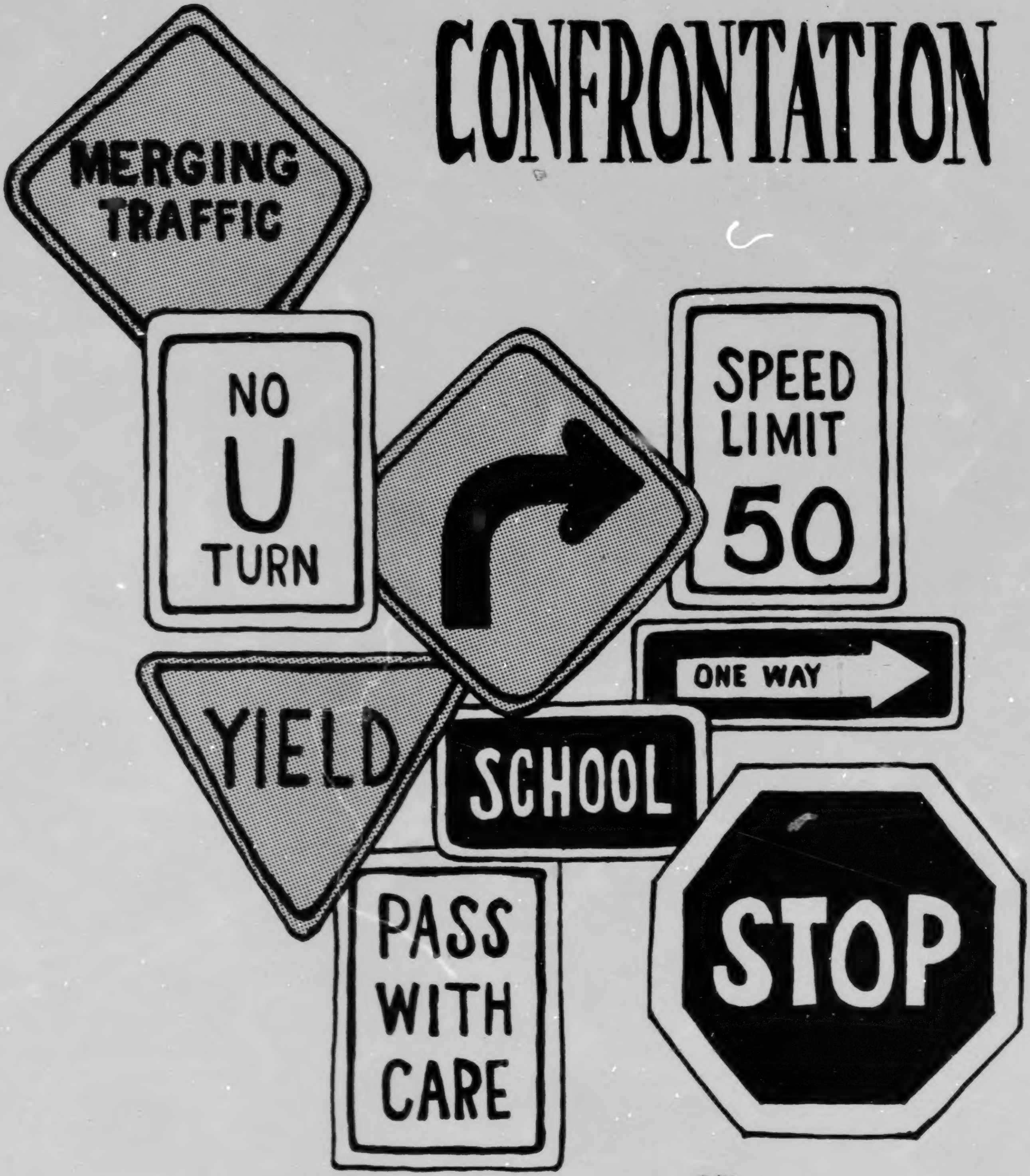
LEARNING ACTIVITIES


PART II
PERSONAL DECISION-MAKING AND LIFE PLANNING
INTERPERSONAL
COMMUNICATION
GROUP PROBLEM SOLVING
Cooperation and Confrontation
SELF-AWARENESS AND PERSONAL GROWTH

COOPERATION AND CONFRONTATION


MERGING TRAFFIC
NO U TURN
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ONE WAY
YIELD
SCHOOL
STOP
PASS WITH CARE

Chapter 5

COOPERATION AND CONFRONTATION

I. **Initiating Activities**
   - A. Self-Evaluation of Cooperation Skills
   - B. Survey for Group Work
   - C. Dealing With Conflict

II. **Leader's Role: Climate Needs**

III. **Task Needs**

IV. **The Use of Modeling**

V. **Use of Selective Attention (Reinforcement)**

VI. **Shared Leadership**

VII. **Starting Group Discussions**

VIII. **Suggested Learning Activities — Cooperation**
   - A. Instructional Objectives
   - B. Introductory Activities
     - 1. The Hollow Square Exercise
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     - 1. Teamwork Exercises
   - D. Transfer of Skill Activities
     - 1. Round Robin Helper-Helpee Exercise
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IX. **Suggested Learning Activities — Constructive Confrontation**
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XI. **Evaluation Activities**
   - A. Group Evaluation
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Chapter 5

COOPERATION AND CONFRONTATION

A Class Group Example

In order to illustrate the concepts and abstractions previously presented, specific examples of the four types of groups will be used to further the six instructional areas. Cooperation and confrontation will be combined with instructional activities in a class group setting. Group problem-solving skills teaching will also be illustrated in a class group setting. Interpersonal communication instruction methods will be suggested in a social learning setting which could be part of a class group or a mini-course option. Personal decision-making and life planning will be illustrated in a teacher-advisor group and self-awareness and personal growth will use a group counseling setting. The examples for each instructional area can be considered as an initial framework for an instructional package at the junior-senior high school level, but additional enrichment and modifications for local needs will be required. The format of each instructional area will include initiating activities, the group facilitator's role, developmental activities, special problems, and evaluation.

INITIATING ACTIVITIES

Cooperation and constructive confrontation involves knowledge, interaction skills, and attitudes or group norms. Groups that exhibit more of a cooperative mode of operation between its members than a competitive mode of interaction will generally be more open in communication, more trusting, exhibit more member to member liking, mutual influence, and positive evaluations as well as more productivity.

Few real-life situations are purely cooperative or purely competitive, but the teacher may wish to explicitly teach cooperation and constructive confrontation as well as implement stronger cooperation norms in his/her classes. It is usually most practical to initiate a teaching unit in all classes requiring the same preparation in the case of a cooperation and confrontation unit. If the teacher is not familiar with and confident of instruction in cooperation and confrontation, it might be best to start by picking the class which is the easiest to teach, which will probably already by exhibiting some cooperative behavior.

Since cooperation is a process of shared rewards and coordinated acts, the basic grading and reward structure of the class must favor cooperation strategies — at least during this unit! For example, team projects might be given a common grade, helpfulness behaviors might be personally acknowledged by the teacher, and some whole class achievements might be rewarded in common.

Many of the teaching activities will be carried out in small groups within the class and the teacher's influence on the composition of these small groups can be significant to their success. Usually it's best to use a combination of teacher selected small groups for some activities and student selected small groups for other activities. In activities requiring risk-taking, groupings of friends will take greater risks when cooperating than when competing. Occasionally letting the student choose their groups contributes to the general climate of mutual power and influence which is one of the elements of cooperation. At times the teacher will want to arrange the subgroupings for various reasons including preventing groupings of friends, providing heterogeneity in terms of sex, interests, and abilities.

When dealing with cooperation, conflict, resolution, and other confrontive exercises, groupings of friends may at times give the appearance of cooperation or constructive confrontation, which is motivated more by wanting to appear to be doing the right thing or being kind or friendly than being motivated by a desire to experiment with new ways of interacting and performing in groups. Discussing the different reactions to the various class subgroups can be a worthwhile class activity as well.

Some preassessment activities can be helpful to the teacher in deciding where and how to start, as well as providing a means for the student to become oriented and involved in the process. The following student surveys have been found helpful as preassessment and initiating activities:

SELF-EVALUATION OF COOPERATION SKILLS

A. Dealing with Human Relations:

I would like to do more:

1. I recognize how other people feel:
   Little Some Much — YES NO
2. I call other people by their first name:
   Little Some Much — YES NO
3. I listen carefully to what others say:
   Little Some Much — YES NO
4. I encourage others in their efforts:
   Little Some Much — YES NO
5. I compliment others on their achievements:
   Little Some Much — YES NO

B. Dealing With Problem-Solving Tasks:

1. I try to get activities started:
   Little Some Much — YES NO
2. I try to find out what are the other choices or ways to do something:
   Little Some Much — YES NO
3. I try to get everyone's ideas and opinions into a decision:
   Little Some Much — YES NO
4. I give information whenever I can:
   Little Some Much — YES NO
5. I try to be sure everyone knows what we have done:
   Little Some Much — YES NO

If the teaching of cooperation skills is going to be infused with other instructional goals, or if cooperation skills have been taught in an explicit unit approach and are being applied to other instructional activities (the unit approach is much preferred from the author's experience); the following survey can help sensitize students to the aspects of the cooperation process and help the teacher meet individual needs in this unit.

SURVEY FOR GROUP WORK

Purpose: In order for two or more people to work together there needs to be good communication, use of individual talents and interests, and a feeling of shared success.

1. List your interests in the unit we are going to study.
2. List ways you can contribute to a student project team.

   (check all that apply)

   a. Background knowledge
   b. Reading skills
   c. Skill in initiating activities
   d. Skill in harmonizing peoples feelings
   e. Skill in audio-visual presentations
   f. Library research skills
   g. Creative interests
   h. Oral presentations
   i. Interviewing skills
   j. Skill in handling number data, i.e. graphing
   k. Skill in encouraging people
   l. A good listener
   m. Sense of humor
   n. Other ______________________________
3. List ways other students might help you — use the same list as in 2 above — just list the letter of the alphabet of those you choose.
4. Based on the above list name five students that you feel you could work with best:
5. List three students that you feel might be the hardest for you to work with:

The following survey deals more with a student's self-assessment of style of conflict resolution and methods of confrontation.

DEALING WITH CONFLICT

In dealing with interpersonal conflict I:	usually	sometimes	never
1. develop an oversimplified view of the conflict situation.			
2. become convinced that I am the only person in the conflict that wants a "just" solution.			
3. check out carefully that I fully understand what the conflict is about.			
4. usually see conflict issues as right or wrong.			
5. usually take a problem-solving approach in conflict situations.			
6. communicate openly about my feelings and intentions.			
7. communicate acceptance of the other person even though I may disagree with his behavior or ideas.			
8. try to put myself in the other person's role or position.			

LEADER'S ROLE: CLIMATE NEEDS

The teacher or group facilitator needs to consider what the climate needs are for effectively teaching cooperation and constructive confrontation. In general, average levels of empathy, regard, and genuineness within the class will be adequate. Some specific teaching activities will emphasize the communication aspects of empathy, particularly when clarifying needs and intentions that may be compatible or incompatible with others, engaging in bargaining and negotiation exercises and role playing the positions of others in opposition to oneself. Other teaching activities will emphasize the openness, trust, and risk-taking aspects of genuineness. The teacher will need to make explicit what the necessary norms or standards of interaction behavior are in terms of the teaching goals. For example, one might say—"based on my experiences (and/or the experiences of others) it's helpful in learning cooperation-confrontation skills to be honest in sharing personal reactions to the activities, and to risk disagreeing with others while at the same time trying to be helpful and understanding."

The ideal classroom climate during negotiation and confrontation activities will be one of productive tension. Even a warm, supportive, empathetic classroom climate will become somewhat tense when cooperation and competition are contrasted and confrontation activities are openly simulated and analyzed. The teacher needs to orient the class to these climate factors, provide a brief rationale, and provide models and demonstrations whenever possible. Some students can become very fearful and defensive in participating or even viewing conflict activities. Typically, open sharing of differences of feelings and intentions is often distorted, glossed over, or punished in our society and the teacher can expect some student reactions of discomfort, frustration, and even hostility. A careful ongoing orientation and debriefing process will minimize, but probably never totally eliminate some negative student reaction.

TASK NEEDS

Teaching cooperation and confrontation requires a major emphasis on the task steps of the introduction of new ideas, skills and attitudes (Step 3), practice and application (Step 4), and evaluation (Step 5). In attempting to individualize classroom instruction, the assessment of needs can also be vitally important (Step 1). The negotiation of learning goals and teaching activities (Step 2) can sometimes be used to illustrate part of the cooperation and confrontation process; however, it is difficult to teach new content and processes simultaneously; and it will be necessary to use several less "ego involved" activities or exercises than Step 2 to illustrate the negotiation process.

Examples of specific task functions that the teacher as group facilitator will have to promote by direct example, as well as reinforcing any successive approximations of these behaviors by the students, include structuring and limit setting, linking the contributions of students, questioning, and cautiously interpreting, supporting and protecting individuals, stimulating interactions between individuals and across subgroups and cliques, and summarizing similarities and differences in reactions to the activities. The teacher will need to maintain the focus on the learning goals of the unit and provide the connecting links between the various activities and objectives.

THE USE OF MODELING

In general, the teacher in introducing new ideas and skills will want to follow a brief rationale with a demonstration whenever feasible. For example, the teacher might make a continuum statement as a bargaining offer example such as "How much involvement or risk are you willing to invest in the upcoming class activity?" A ten point scale from high to little or no risk or participation might also be used, and the teacher might bargain as to what level is sufficient for the teacher and student or class to go ahead. Throughout the learning activities the teacher will want to model the skills and attitudes of communication and confrontation as much as possible. It is totally unrealistic, however, to expect the teacher or group facilitator to be able to consistently demonstrate the objectives in these units of personalized teaching. Personal preferences as well as habit patterns and other growth needs will persuade limitations in the effectiveness of the group facilitator as a model group member.

The use of symbolic models is often quite feasible and can include the presentation of films, video and audio tapes, and other nonprint and print examples of cooperation and constructive confrontation. Sources of such models include actual classroom and other student examples which can be recorded, commercial materials, and student simulations. The latter source is probably the most likely to explicitly demonstrate the desired behavior, have educational benefits from the production process itself, and be the least expensive.

An inherent advantage of any group method of teaching is the use of peer models. Providing positive recognition for students who exhibit the desired behavior can be very effective. Gradually the teacher will want to facilitate conditions whereby students will recognize or reinforce their peers. Recognizing students who have influence and status in the class is a necessary first step.

Use of Selective Attention (Reinforcement)

Closely related to use of peer models are the concepts and strategies of selectively reinforcing the behaviors of students which are the closest to the norms of cooperation and constructive confrontation. The concept of selective reinforcement refers to the practice of the teacher showing positive attention and recognition to the behaviors of students which represent progress toward some goal. Usually, the behaviors exhibited by students in learning new skills are imperfect approximations of some final criterion performance. The trick is to gradually increase one's standards of performance so that a shaping process is carried on. For example, such helper-helpee behaviors as asking for specific help, acknowledging help, and clarifying the nature of the help asked for are complex behaviors that students will only exhibit in primitive forms initially, and the teacher will want to praise these initial efforts for a short period of time and then withhold praise until a slightly more advanced level of behavior is exhibited, gradually keeping this process going until the full range of helper-helpee skills are well developed and maintained.

SHARED LEADERSHIP

Shared leadership, also known as democratic leadership, functional leadership, or group-centered leadership, has been found to be the most effective strategy in various educational, industrial, and laboratory settings. The teacher in openly recognizing the interdependence of the students and him or herself, in providing choices for everyone in the class, and providing opportunities for mutual influence, is using shared leadership. Initially, the teacher will need to take a fairly active role in modeling and shaping the norms of cooperation and constructive conflict resolution; however, the longer range goal is to "give away" or teach these leadership skills to the students and encourage all the class members to assume responsibility for the success of the activities. The teacher can also be a powerful model when using shared leadership techniques.

The teacher will need to be honest with oneself and the students in terms of what decisions and actions the teacher has the power and influence to direct, and then to select only those that the teacher feels are so necessary to the success of the group that he or she will not risk sharing the decision. For example, some teacher selected subgroups and certain learning activities will not be submitted to a group decision if the teacher has the necessary power to implement these decisions and does not want to accept the consequences of a negative group decision. Another example would be the teacher's functional role of protecting some class members and linking activities and contributions to the learning objectives, which in the initial class sessions the teacher will probably not count upon much student help and will only gradually share these responsibilities as the students learn to handle them. A real danger is teacher or powerful class member manipulation of others using the devious guise of "democratic packaging".

STARTING GROUP DISCUSSIONS

1. Provide a topic/task/question so that everyone *can* participate.
2. Establish norms of *shared talk time*, *risk-taking*, and *participation of all members.*
    a. Use a carrousel (go-round) technique to begin.
    b. Model the behavior (reaction/task/answer) first if appropriate.
    c. Choose as the first member-speaker in the carrousel, that person most likely in your opinion to give you what you want (a model response). Work so that resistant members are later but not last in the go-round.

   d. Reinforce members verbally and non-verbally for their contributions whenever appropriate.
   e. Cut off "fast talkers" and "long-winded talkers" if necessary. Ask for the opinions/reactions of those not heard from. Silent members are often "gems" to be discovered!
3. Model good communication behaviors.
   a. Use first names, eye contact, direct communication.
   b. Listen attentively. Respond directly to the previous statement or question before changing the communication flow.
   c. Ask for clarification whenever necessary. Restate member statements in a more explicit manner if you are able.
   d. Attend to the feelings and meanings not necessarily explicit in the words (note: tone of voice, non-verbal cues).
4. Establish norms of *member-to-member involvement and communication.*
   a. Call attention to member statements or questions not attended to.
   b. Use eye-contact, posture, and other nonverbal signs to direct the discussion.
5. Establish norms of shared leadership.
   a. Redirect member statements made to you as leader. Turn away from the speaker and ask another member to reply, choosing a member who will reply directly to the first member-speaker. If that person does not, redirect the reply to the first member-speaker.
   b. Subtly reinforce group members (verbally and non-verbally) for attending to other group members rather than to you as group leader.
   c. Try to blur your leader role by gradually decreasing your leader behaviors. Don't set yourself up as *the* decider or elicitor of opinion, or *the* structurer or attender to feelings etc.
   d. Respectively use facts — avoid clubbing. Be frank about your own ideas, attitudes, concepts, experiences, but keep your preferences tentative until several aspects of the topic have been aired and understood.
   e. Initially intervene if it is necessary to get the group back on the specified agenda or task, but gradually try to get the students to assume this role.
   f. Try to make use of questions or member statements to structure the next part of the discussion, gradually encourage students to do this.
   g. Rotate a process observer student role to refer ahead or call the group's attention to the agenda if necessary.

ABOVE ALL — Try to show that you are enthusiastic about the discussion and *sincerely* interested in the group members.

SUGGESTED LEARNING ACTIVITIES

The sequence of instructional objectives and learning activities are offered as example suggestions only. The teacher or counselor's creativity and local needs will make the final determination of an instructional unit or package. For example, one junior high school has put cooperation-confrontation units into the English curriculum as follows:

7th grade emphasis — Cooperative team building involving common goals and communication methods.

8th grade emphasis — Negotiation and Bargaining. Cooperation involving interdependence and specialization.

9th grade emphasis — Constructive conflict resolution including intergroup and interpersonal conflict.

These units were combined with interpersonal communication units. Learning activities will be described first for the following instructional objectives of cooperation.

Instructional Objectives — Cooperation

Goal: To develop skills of cooperative interaction.

Objectives:
1. To exhibit interdependence and cooperation in task and interpersonal situations as demonstrated by:
   a. describing the interdependence of individuals in contributing to the well-being of society
   b. sharing in the success of group goal attainment
   c. showing an awareness of the needs of others
   d. participating with specialized contributions in a group effort
   e. recognizing the specialized contributions of others in a group effort.

Introductory Activities: An overview discussion of some of the conditions and potential advantages of cooperation might include:

Cooperative teams are characterized by:

a. A knowledge of some common goal or some need to exchange help in order to reach some individual goals.
b. Everyone in the cooperative team has some influence and contribution to make.
c. Everyone shares in the success of the team and the success of other members.
d. Team members feel a need to specialize in their contributions.
e. Communication is open and straightforward within the team.

Coorperative and Competitive Strategies Include:

COMPETITIVE STRATEGY	COOPERATIVE STRATEGY
1. Behavior is purposeful in pursuing own goals.	1. Behavior is purposeful in pursuing goals held in common.
2. Secrecy	2. Openness
3. Accurate personal understanding of own needs, but publicly disguised or misrepresented — don't let them know what you really want most to do that they won't know how much you are really willing to give up to get it.	3. Accurate personal understanding of own needs; and accurate representation of them.
4. Unpredictable, mixed strategies, utilizing the element of surprise.	4. Predictable; while flexible behavior is appropriate, it is not designed to take other party by surprise.
5. Threats and bluffs.	5. Open, genuine attempts at negotiation.
6. Search behavior is devoted to finding ways of appearing to become committed to a position; logical and irrational arguments may serve this purpose.	6. Search behavior is devoted to finding solutions to problems, utilizing logical and innovative processes.
7. Success is often enhanced (where teams, committees, or organizations are involved on each side) by forming bad stereotypes of the other, by ignoring the other's logic, by increasing the level of hostility. These tend to strengthen in-group loyalty and convince others that you mean business.	7. Success demands that stereotypes be dropped, that ideas be given consideration on their merit regardless of sources and that hostility not be induced deliberately. In fact, positive feelings about others are both a cause and effect of other aspects of cooperative strategies.

Other activities include:

A. Set up cooperation-negotiation exercises using "The Prisoners' Dilemma Game" (Johnson, 1972) or puzzle and game activities such as the Hollow Square Exercise illustrating the uses of power, threat and the need for shared power and trust in negotiation.

B. Use process observers to note the reactions of winners and losers in these various puzzle and game exercises. Note the success reactions in cooperative as compared to competitive activities, as well as the more favorable reactions of liking and evaluating of peers in cooperative relationships.

THE HOLLOW SQUARE EXERCISE

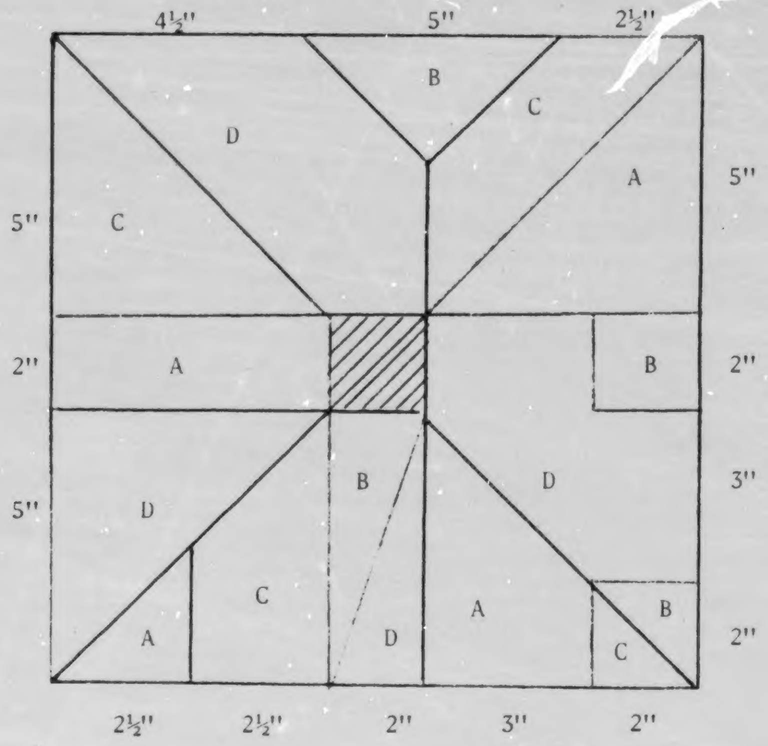
The exercise creates a laboratory setting for learning communication skills and the values of cooperation and involvement in team work.

1. Discuss cooperation; through student help, list the behavior required for cooperation:
    a. all must understand the task
    b. must believe that he can help
    c. instructions must be clear
    d. must think of others as well as himself
2. Describe the task to the students: The task is to build a hollow square (the pieces can be made from cardboard — see the key, or an easier design

can be substituted. Each of the four team members A, B, C, and D gets 4 pieces (or less if an easier design is used). The task is not complete until a perfect square is formed. The fastest time wins.

3. List the rules:
   a. no member may speak
   b. no member may ask for a puzzle piece or in any way signal that he wants one
   c. members may give pieces to each other
   d. when group is finished, they may watch other groups finish
   e. the no-talking rule is in effect until all groups are finished.
4. Divide the class into groups and select one *monitor* per group to make certain all rules are observed. Four members per group plus the monitor.
5. Begin and let students go until all groups are finished.

The Hollow Square Key



6. Have students fill out discussion questions:
   a. How did you feel when someone holding a key piece did not see the solution?
   b. How did you feel when someone completed the square incorrectly and gave the impression he was correct?
      — What feelings did he have?
      — What feelings do you think he had?
   c. How did you feel about those who did not see the solution as quickly as others?
   d. What *type* of person helped the group complete the task?
      What *type* hindered the progress of the group?

Preparation: Have puzzles ready
Have groups determined

TEAMWORK EXERCISES

EDUCATIONAL SPACE TEAM SKIT (50 minutes)

In groups of 5, the task in 10 minutes is to plan a model school on the moon. Determine what 3 rules you are going to take with you to this ideal moon school. Have at least 2 observers for each team. Observers report group progress and verbal and nonverbal communication. Don't try to record everything.

Actors: Throw yourself into the act, make it realistic, try to reach a decision.

Rest of class will be sharing observations.

NEWSPAPER TEAMWORK EXERCISE

In small groups build a structure out of newspaper and masking tape that will hold one of the members. Have 2 observers for each group.

After Discuss:

a. Cooperation — define

b. Decision-making — define ways of making decisions: one person decides, vote, a few decide, fake consensus, true consensus

Questions: How many actually worked on the project?

How many were frustrated?

Did anyone sit back and let others do his work?

PAINTING A TEAM PICTURE EXERCISE

Groups of 4 to 6. (new or old group) As a team paint a team picture. The picture should be creative, integrate individual efforts, reflect the personality of the team, sign your team painting with a team name. Fill out the team observation sheet.

Then Discuss: Shyness, feelings of embarrassment about painting, feelings of artistic inferiority, feelings of exposure, enjoyment, who got the choice spot on the painting, did anyone paint over any one else's work, did wit or humor appear, why, how was conflict handled, did anyone drop out of the group, did a leader emerge?

BUILDING A SCHOOL MASCOT

In groups of 4 build an object that will symbolize the school or class. The materials include 4 stirofoam cups, 4 large staple clips, 4 paper clips, and 4 toothpicks. Each team will have 20 minutes and the goal is to see who can be most creative as judged by 2 outsiders.

Transfer of Skill Activities

1. Compare the effects of competition and cooperation in the classroom. For example, assign one half the class a small group report and the other half individual reports. Grade some on a group basis and some individually. Discuss the relative success of each method, the feelings generated, and the amount of competition and cooperation in our society. Set up "superorinate" goals to improve cooperation such as competition with other classes or other schools thus creating a common goal within the teaching group.
2. In planning one of the class parties have half the class plan in the inner of two circles, while the rest of the class observes, then have the groups switch roles. Have them evaluate how well they did as a group in cooperating.
3. Debate: The values of competition versus cooperation.
4. Discuss: Rivalry in moderation can be stimulating. When the rivalry becomes too intense, however, the pressure can be demoralizing.
5. Discuss student experiences in same age or cross age helping, whether it be in classroom learning group assignments or in work experiences. Consider the importance of sensitivity to the needs of others whether helping or being helped. Practice helper-helpee roles.
6. For students who have done cross age tutoring, discuss an evaluation of the experience.

ROUND ROBIN HELPER-HELPEE EXERCISE

The Task: Help each other clarify and improve your personal goal statement regarding this unit.

The Procedure: Round Robin of three rounds

1. In *each* round
   - — One person will ask for help to clarify and improve his statement. He is the HELPEE.
   - — One person will assist the helpee with his task. He is the HELPER.
   - — One person will watch the interaction between the helper and the helpee. He is the OBSERVER.
2. In each round, you will be interrupted *twice*.
   - — Time will be called after 8-9 minutes. You will be told what the observer was looking for. The observer will give his report and all three will have a chance to discuss it.
   - — Time will be called again 8-9 minutes later. At this time the roles of helper, helpee, and observer will be taken by different persons in the trio and the above procedure will be repeated. The procedure will be repeated a third time to complete the round robin. Each of you will have had a turn in each role of helper, helpee, and observer.

   The instructor will call time for each round.

Observing Helper Communication Skills

Observe only the *helper*. You will be asked to report what you see him doing and saying concerning the following questions. Take notes so that you can be specific as possible in accordance with guidelines suggested below.

Is he listening?

What verbal, as well as nonverbal, clues do you observe?

Is he asking the helpee to give illustrations?

Is he asking the helpee to clarify?

Is he paraphrasing to check if he understands the helpee's meaning?

In what ways is he showing that he understands?

Guidelines for You as an Observer

Your job as an observer is to be as much like a candid camera as possible. Make notes of *exactly* what is said and done that illustrates the things you are observing for. Use quotes when you report your observation. Don't evaluate in giving your report with comments such as "It was good when . . ." Don't interpret why things happened or what they might have meant with comments such as, "You confused him when . . ." It is up to your observees to evaluate and interpret if they wish to. You are to report only the facts such as, "When she said, 'That's a silly idea,' you turned your chair around and stamped your foot rather than asking for clarification of what she meant."

Observing the Interaction of Communication Skills

Observe the interaction between the helper and the helpee. You will be asked to report what you see them doing and saying about the following questions. Take notes so that you can be as specific as possible in accordance with the guidelines suggested below.

Are they checking periodically to be sure they are getting the job done of clarifying the problem statement as they were asked?

Are they following each other rather than switching the subject and jumping around to ideas in unconnected ways?

Are they paraphrasing to be sure they understand each other's meanings?

EVALUATION FORM FOR CROSS-AGE TUTORING

Name: ____________________

1. Do you feel that your tutoree is learning from you?	Yes	No
2. Do you enjoy tutoring?	Yes	No
3. Does your student look forward to seeing you?	Yes	No
4. Do you look forward to the tutoring time?	Yes	No
5. Does your student show interest in the lessons?	Yes	No

6. Do you tell your classmates about tutoring? Yes No
7. Do you feel relaxed when you are working with your student? Yes No
8. Does your student try hard? Yes No
9. Do you think that your student respects you? Yes No
10. Does your student tell you about himself? Yes No
11. Does your student participate in the lesson by asking questions? Yes No
12. If you could change the teaching program in some way, what changes would you make?
13. Name one or two things you like about being in the tutoring program.

In establishing helping opportunities in the school the following teacher concerns need to be considered:

TEACHER CONCERNS ABOUT SAME AGE HELPING

Do the helpers miss much work?

Help may be given for only selected portions of the class hour. Some of the helping skills and activities might be considered part of the curriculum.

Do the students being helped (the helpees) resent being helped?

This might depend on the helper and helpee skills used, as well as the generalized organization of the program.

How are helpers and helpees picked?

There are several possibilities including a survey of student needs, interests, and preferences.

Will parents object?

Parents have been reported to be enthusiastic about cross-age programs. Any large scale, same age programs would probably necessitate informing parents.

How do we handle the dangers of increasing classroom social stratification?

One possibility is to emphasize a broad range of helpee-helper skills so that most, if not all, students could experience both roles at the same time. Actually both roles are concurrent in any two-person interaction.

How do we directly teach helper-helpee skills?

Possibilities include refocusing some of the current curriculum, teaming with a counselor, offering some of the skills as a mini-course or co-curricular activity.

SUGGESTED LEARNING ACTIVITIES — CONFRONTATION

Instructional Objectives — Constructive Confrontation

Goal: To develop the skills of constructive management of interpersonal conflict.

Objectives:

1. To use constructive problem-solving skills in conflict situations as demonstrated by:
   a. identifying potential conflicts between persons and groups and possible compromises
   b. recognizing the cognitive-perceptual distortions inherent in many conflict situations
   c. recognizing common human needs across peer and age groups, i.e. stereotyping and polarized thinking.
   d. using accurate communication skills in defining conflicts, determining alternatives, and seeking solutions.
2. To cope with the power exercised by others in task and interpersonal situations in ways which are self-rewarding as demonstrated by:
   a. assessing formal and informal power structures in personal education and work settings
   b. describing the potential effects of various leadership styles and organizational decision-making in task situations.

Introductory Activities

1. Provide examples via mockups and role playing of a problem-solving model for interpersonal conflict.

A PROBLEM-SOLVING MODEL FOR INTERPERSONAL CONFLICT

Step 1: Observe and describe conflict (It must be a shared or joint problem)

Step 2: Think of possible alternatives or solutions. (Brainstorming many alternatives proves helpful)

Step 3: Evaluate and select from the alternatives. (Use a mediator if necessary)

Step 4: Work out how, when, and where or ways to implement solution.

Step 5: Evaluate how it worked. Determine a trial period.

Feedback to Step 1

2. Have students write down past interpersonal conflicts and how the conflicts were resolved.
3. Discuss some of the common misperceptions and miscommunications in conflict situations; i.e. monopoly on truth and justice, a double standard of right and wrong, and oversimplified polarized thinking.
4. Discuss four possible resolutions of conflict and examples of each.
    a. victory of one party and submission of the other,
    b. a compromise in which each party receives part of what it wants,
    c. the demands of both parties are met,
    d. loss of interest by one or both parties in the dispute.

Skill Building Activities

1. Practice role reversal exercises to increase communication and insight into the other person's position.
2. Develop a teacher for a day program with students taking on staff roles for short periods of time with discussion following. Consider doing this with class roles and family roles.
3. Role taking skills might be practiced with telling a story for a picture or other audio-visual presentation. The story can be told from the viewpoint of each actor. Role reversal should include opportunities for improvisation and taking on positions and behaviors contrary to ones usual role. Role reversal can be a method of communication for rediscovering competitiveness and perceived threat.
4. Have students role play various situations where there are conflicting and/or ambiguous expectations, i.e. authority conflicts, ethical conflicts, personality conflicts in school and work roles. Consider: communication, mediation, compromise, avoidance and escape methods of coping.
5. Discuss norms as shared attitudes, in a group, that influence relationships by helping individuals know what is expected of them. Consider:
    a. changing nature of a norm.
    b. formality of a norm.
    c. ambiguity of a norm.
6. Discuss: ambiguity is the prime condition of stress and conflict.
7. Discuss: limits testing as a way of reducing ambiguity of norms or expectations.
8. A possible journal assignment following these activities might be to write on the topic "What I have learned about myself" or "What people have in common."
9. Compare the market place bargaining of offers and counter offers with other more interpersonal negotiation or problem-solving situations. Stress the importance of communicating offers and alternatives as being analoguous in terms of avoiding threat and hurt feelings and then practice negotiation.

10. NEGOTIATION EXERCISE

1. In small groups — the task is for the entire class to set up a grading system for this unit. Each group elects a leader to represent their views. (10 minutes time)
2. Each of the small group elected leaders gathers to reach a common grading system for the entire class. (30 minutes)
    a. all communication of groups and their representative leaders must be written.
    b. caucus meetings come out of the 30 minutes time limit.

Evaluation: What decisions were reached by each group? Where did conflict arise? Did the leaders represent their group views? Was consensus truly achieved?

Discuss: collective bargaining as a model of conflict resolution.

Define: grievance procedures, mediation, arbitration.

11. Apply the concepts and techniques of negotiation-collective bargaining to interpersonal and intergroup conflicts.
12. Mutual power and influence as well as threat are

factors affecting cooperation and constructive confrontation.

13. Discuss "threat" as a deterrent to cooperation, interpersonal relationships and intellectual functioning. Define threat as perceived potential loss of self-esteem.
14. Conduct a power-powerless laboratory in which a subgroup is given all the power in the classroom and various commands are carried out.
15. Use a non-verbal activity which causes the group to look at the status heirarchy in their own group. Chairs are lined up in a single file and group members, without talking, are to arrange themselves in order of their perceived authority in the group. The group must keep at it until all members are reasonably satisfied that this represents their structure. Another approach would be to put themselves in positions where they feel most comfortable.
16. Analyze the following factors as means of achieving power:
    a. formal position, elected or appointed
    b. personality
    c. money
    d. knowledge
17. Discuss the three types of power: a) expert power, b) social power, c) legal power; and give examples from classroom activities and work situations.

Transfer of Skills Activities

1. Discuss authoritarianism and democracy as it relates to women's liberation, family structure, and adolescent rebellions toward authority.
2. After some practice with basic interpersonal communication, teach constructive confrontation skills by having pairs of students share things that clock the relationship or that could improve the relationship.
3. List all the possible types of authority conflict in the school: teacher-student, student-student, teacher-teacher, teacher-administrator. Role play an example of each role situation and discuss alternate responses for resolving conflict. i.e. mediation, better communication, compromise.
4. Study some of the parent and teacher education programs for dealing with adult-adolescence conflict. Role play family authority conflicts.
5. Have the students analyze formal and informal power structures using an organizational chart with solid lines denoting formal decision-making and broken lines representing informal decision-making. Consider analyzing: the classroom, the family, the school, community organizations, governmental unity, PTSA, and employing organizations.
6. Utilize club activities to examine which students have the most influence. Examine how each person participated. Discuss what each person could do to increase effectiveness.
7. Relate school experiences with conflicting or differing expectations of appearance behavior and achievement to work experiences and career plans. Try to analyze the effects of differing expectations and methods of maintaining one's personality in such situations.

SPECIAL PROBLEMS

One of the difficult areas to avoid, especially in teaching cooperation is to attempt to teach the processes of cooperation while using the content of ongoing curriculum or co-curricular activities. Initially, in teaching cooperation skills, it is much easier to use simulations and exercises that are interesting but are not ends in themselves. Not only is there a problem of complexity, but the motivational structure for learning or accomplishing real tasks will often overcome any incentives for learning the processes of cooperation. After the initial skill building activities have been developed, it is not only helpful but necessary for transfer of learning to integrate cooperation learning activities into the educational mainstream. In teaching confrontation skills, it is extremely difficult to use real conflicts as process learning activities until simulation and exercises have provided extensive skill practice. In teaching confrontation the tendency is often to ignore potential sources of conflict and not use or teach resolution skills until conflicts have errupted. As with most areas of interpersonal competence, constructive confrontation skills are the most difficult to apply in situations of greatest need.

A second source of potential difficulties in teaching cooperation and confrontation is the nature of group development itself. At certain developmental stages in a class or any group there will be a great deal of dependence on the formal and/or informal leaders. The teacher will find that a shared leadership strategy is a gradual process and should expect resistance, stress, and concern to be expressed around this issue fairly early in the activities and periodically to recycle itself; but, hopefully, each reoccurrence will find the class group at a higher level of development. Group development also includes periodic phases where intragroup competition is highlighted. These competitive reactions can be observed and commented on by the teacher to actually facilitate the learning of cooperation and confrontation.

EVALUATION ACTIVITIES

One method of evaluation is to have the students do a self-evaluation, possibly using the self-assessment instruments in this chapter on a pre and post basis, as well as self-appraisals of activities where the skills are required.

Teacher or peer observations should also be considered for small group and individual assessments. For example, cooperative team relationships should be evidenced by: more coordination of efforts, division of labor, mutual influence, communication, helpfulness, and group productivity. The following group evaluation could also be modified for an assessment of an individual's contribution to a team effort.

GROUP EVALUATION

On each of these ratings, place an "X" where you feel the group (or an individual member) is at the present time.

1. To what extent does the group (or group member) help each other express his ideas and feelings.

Never Almost Never Sometimes Frequently

2. To what extent do members in the group utilize the resources of the other members without undue dependence or rejection?

Never Almost Never Sometimes Frequently

3. To what extent does the group utilize the resources of the leader without being unduly dependent or rejecting of him?

Never Almost Never Sometimes Frequently

4. To what extent is the group able to face and accept differences and conflicts.

Never Almost Never Sometimes Frequently

5. How well has the group learned to utilize the differences which are expressed in the group?

Never Almost Never Sometimes Frequently

6. How far do the norms of the group support members in being themselves?

Never Almost Never Sometimes Frequently

7. To what extent has the group utilized the expression of strong feelings in the group in the process of getting a task accomplished?

Never Almost Never Sometimes Frequently

8. To what extent has the group been able to organize itself for achieving individual group goals?

Never Almost Never Sometimes Frequently

9. How far has the group been able to move toward its goals on the basis of consensus?

Not At All A Little Way Some Distance A Long Way

KNOWLEDGE AND REACTION TEST ITEMS

Knowledge and reaction test items administered through interviews or with pencil and paper can also help in the assessment. Some examples of an item pool include:

Middle or Junior High School Items:

____ 1. To work effectively in a group the things we might have to change are:
a. Our hobbies
b. Some of our ideas
c. Our friends
d. Where we live

T — F 2. In democratic group decision-making everyone's opinion is considered.
T — F 3. Groups usually divide the work according to the skills and knowledge of their members.
T — F 4. In order to be a group the members must share some of the same interests and goals.
T — F 5. Group leaders usually don't take part in what the group members are doing.

T — F 6. Leaders are sometimes selected because of their "expert" knowledge.

T — F 7. Our world of work is becoming more and more interdependent.

T — F 8. Our world of work is moving to less division of labor.

Senior High School items

T — F 1. Those task groups are most effective which study their own process.

T — F 2. Democratic decision-making results in the most effective action.

T — F 3. Empathic understanding is a necessary condition in giving help.

T — F 4. Competition within a group generally produces better quality decisions.

____ 5. Enabling people to communicate with each other in more areas of thought and feeling than are usually attempted results in (a) coming to "know" each other better, (b) trusting each other more, (c) increasing their desire to give help or (d) feeling freer in expressing ideas.

T — F 6. With better communication, cooperation increases.

____ 7. An interpersonal conflict exists whenever: (a) One person meets another person, (b) Several people are trying to relate to each other, (c) An action by one person interferes with the actions of someone else, or (d) An action by one person interferes with his best interests.

____ 8. A good relationship is one in which: (a) There are no conflicts, (b) There are many conflicts, (c) Conflicts are dealt with constructively, or (d) Conflicts are diverted into other activities.

____ 9. Learning to manage conflicts leads to which three of the following:

a. Increased number of friends.
b. Increased self-confidence.
c. Greater ability to handle stress and difficulty.
d. Greater tolerance for others.
e. Greater willingness to take risks in increasing the quality of your relationships.
f. Longer life.
g. The leading role in the school play.

GROUP PROBLEM SOLVING

Chapter 6

GROUP PROBLEM-SOLVING

I. **Initiating Activities**
   A. Analysis of Personal Behavior in Groups
   B. Talking Together Questionnaire

II. **Leader's Role**

III. **Suggested Learning Activities**
   A. Instructional Objectives
   B. Introductory Activities
      1. Rules for Decision-Making in Small Groups
      2. Participation, Influence, Atmosphere
      3. Group Work Observation Form
   C. Skill Building Activities
      1. Group Member Roles
      2. Alternative Procedures for Group Decision-Making
      3. The Group Problem-Solving Process and Group Member Behavior
      4. North Woods Survival Lab
      5. Process Observation of Decision-Making
   D. Transfer of Skills Activities
      1. Characteristics of a Healthy Problem-Solving Organization
      2. Diagnosis of Group Problems
   E. Special Problems
   F. Evaluation Activities
      1. Group Work Preference Exercise
      2. Agree-Disagree Statements on Groups

IV. **References**

Chapter 6

GROUP PROBLEM-SOLVING
A Class Group Example

INITIATING ACTIVITIES

Closely related to the teaching of skills and attitudes of cooperation and constructive confrontation is the teaching of group problem-solving. Group problem-solving refers to applications of group dynamics to group decision-making, group productivity, group member roles, and group organizational development. Productivity and human relations aspects of group decision-making and problem-solving are interdependent. A balance of both is necessary and neither is more important than the other. A test of a good decision, one which will be carried out wholeheartedly, is not whether it has been unemotionally made, but rather whether all of the emotions and "hidden agendas" have been expressed, recognized, and taken into account.

Data about feelings and emotions need to be a part of any practical decision-making process. Constructive conflict or confrontation is a necessary part of faculty decision-making. Conflict is constructive, however, only if the real feelings and intentions are openly dealt with — a mere ventilation of feelings may have little or no value and in many cases is destructive.

Generally the instructional activities to be suggested here can be carried out in a typical classroom situation. A combination of teacher selected and student selected small groups within the classroom will be used for many of the activities. The teacher may wish to train some students especially for doing process observation as well as doing some on a rotational basis. It's easier to initially practice group problem-solving skills in newly constructed groups with simulation tasks than to try to change the habit patterns of ongoing groups or to use ongoing tasks as the content to practice on.

A great deal of individualization can be done in the teaching of this unit, and several preassessment activities can be used such as:

ANALYSIS OF PERSONAL BEHAVIOR IN GROUPS

Directions:

This form is designed to help you think about your behavior in groups (such as meetings and committees). First, read over the scales, and on each one place a check indicating the place on the scale that describes you when you are at your best. Label this mark B. Do the same for the point that describes you when you are at your worst. Mark this check W.

After marking all the scales, pick out the 3 or 4 along which you would most like to change. On these scales draw an arrow above the line to indicate the desirable direction for changing your behavior.

(These directions can be simplified or done orally giving one thing to do at a time.)

1. Ability to listen to others in an understanding way.

1 2 3 4 5 6 7 8
Low High

2. Ability to influence others in the group.

1 2 3 4 5 6 7 8
Low High

3. Tendency to build on the ideas of other group members.

1 2 3 4 5 6 7 8
Low High

4. Likely to trust others.

1 2 3 4 5 6 7 8
Low High

5. Willingness to discuss my feelings (emotions) in a group.

1 2 3 4 5 6 7 8
Low High

6. Willingness to be influenced by others.

1 2 3 4 5 6 7 8
Low High

7. Tendency to run the group.

1 2 3 4 5 6 7 8
Low High

8. Tendency to seek close personal relationships with others in a group.

1 2 3 4 5 6 7 8
Low High

9. My reaction to comments about my behavior in a group.

1 2 3 4 5 6 7 8
Low High

10. Awareness of the feelings of others.

1 2 3 4 5 6 7 8
Low High

11. Degree of understanding why I do what I do.

1 2 3 4 5 6 7 8
Low High

12. Reaction to conflict and problems in the group.

1 2 3 4 5 6 7 8
Low Tolerance High Tolerance

13. Reaction to expressions of affection and warmth in the group.

1 2 3 4 5 6 7 8
Low Tolerance High Tolerance

14. Reaction to opinions opposed to mine.

1 2 3 4 5 6 7 8
Low Tolerance High Tolerance

In working with the more mature student the FIRO-B may also be a useful preassessment instrument (see appendix for a description for the scales). Another self report used by one school in an eighth grade English unit:

TALKING TOGETHER QUESTIONNAIRE

This will not be graded. It is just to determine if (and how) you change during this unit. The results will only be seen by you and the teacher.

Directions: Rate yourself on the following scale. Circle the rating that you think best describes you.

1. My ability to listen to others as they speak in a group is	superior	very good	average	poor
2. My ability to speak out when in a group is	superior	very good	average	poor
3. My ability to lead a group is	superior	very good	average	poor
4. My willingness to encourage others to express themselves within a group is	superior	very good	average	poor
5. My ability to get a discussion started within a group is	superior	very good	average	poor
6. My ability to speak within a group without taking over is	superior	very good	average	poor
7. My ability to accept the decisions of the group is	superior	very good	average	poor
8. My ability to accept the right of others to have their own opinions (different from my own) is	superior	very good	average	poor

LEADER'S ROLE

For many educators this unit might be the most comfortable to handle with good average classroom skills as compared to the other four units in this book. Probably everyone has had some experience in committee work and small group decision-making and problem-solving. However, frustrations and negative reactions are often part of our group work experiences, and while most teachers and counselors might feel they have developed some degree of skill in this area, the level of process awareness may need to be increased in order to effectively teach these group skills to others. For example, effective groups go through some developmental phases and can also be described by a problem-solving model. Effective groups also have member roles and functions in the areas of agenda furthering and human relations. These developmental phases and member role functions may be experienced but not explicitly verbalized or analyzed, which is necessary in the most effective teaching of these skills and attitudes. An average classroom climate of empathy, regard, and genuineness is a sufficient starting point. After the teacher has provided some individual assessment of needs and a rational for studying the processes and functions of group problem-solving, the emphasis starts with Step III, the introduction of new ideas, skills, and attitudes; and carries through Steps IV and V dealing with practice, application, and evaluation.

The teacher or group facilitator will need to consider personal modeling as well as providing other models and selectively reinforcing student behaviors that are models. Most phases of group member roles and process presentation of group problem-solving processes is less threatening to model than many of the interpersonal behaviors described in other sections. One area of relatively higher personal risk involves giving and receiving feedback about ones personal problem-solving behavior and functioning in a group.

The strategies for developing shared leadership and initiating group discussions that are elaborated in the chapter on cooperation and confrontation would generally apply to this unit also.

SUGGESTED LEARNING ACTIVITIES

A suggested sequence of unit emphasis that a particular junior high school uses is as follows:

7th grade	Roles of Group Members
8th grade	Group Decision-Making: a. Voting b. Consensus c. Leader
9th grade	Cohesion Climate Group Development Shared Leadership and Member Roles

While it is not practical to teach particular group process factors in isolation, it is helpful to emphasize areas and avoid overlap of specific teaching activities across grade levels and departments.

Instructional Objectives — Group Problem Solving

Goal: To develop the abilities to contribute to productive group processes.

Objectives:

1. To describe the various elements of the dynamics of group behavior.
2. To assume task leader and group member roles.
3. To assume maintenance leader and group member roles in regard to group satisfaction and encouragement.
4. To identify and respond to the behavioral cues of group interaction as demonstrated by:
   a. observing and defining nonverbal communications
   b. observing and defining verbal communications.
5. To exhibit skills in group decision-making including consensus methods.

Introductory Activities

Providing rationale for studying group processes as related to decision-making and problem-solving is a necessary early step. Greater productivity and creativity of outcomes should be highlighted along with more satisfactory human relationships. A model of group problem-solving can be presented with some examples.

RULES FOR DECISION-MAKING IN SMALL GROUPS

Step 1 Decide how to decide. (leader? majority vote? consensus?)

Step 2 State clearly what is to be decided.

Step 3 Identify all possible alternatives. (choices)

Step 4 Explore each alternative; a. Identify the advantages and make a list, b. Identify the disadvantages of each.

Step 5 Explore what each person in the group wants the decision to be in the group. (What can each member give to the alternative and what can each member expect to receive from the alternative.)

Step 6 This step is the first choice point. Now select the alternative that has the most value to the individual group members.

Step 7 If a decision is not made at this time then:
   a. Explore for additional alternatives
   b. Re-examine the individual wants of each member of the group.
   c. Make a tentative decision and "live it" as a group for a period of time.

Discuss the frequent polarization and inadequate resolution of conflict by groups using majority votes rather than consensus methods in problem-solving — decision-making. Provide an orientation to productive group problem-solving including consensus methods, open communication, and evaluation of everyones ideas. Allow small groups to try this orientation with a simulated problem such as the NASA Moon Survival Exercise.

Use some simple group process observation instruments with simulated tasks.

PARTICIPATION, INFLUENCE, ATMOSPHERE

1. **Participation.** Observe for differences among members in the amount of *verbal* participation

   Who are the high participators?

   Who are the low participators?

   Participants who shifted in their degree of participation.

2. **Influence.** Influence and participation are not the same. Some people may talk a lot yet not be listened to by others; some may speak only a little, yet others tend to listen to them.

   Who are the high influence members?

   Who are the low influence members?

   Participants who shifted in their degree of influence.

3. **Atmosphere.** People differ in the kind of atmosphere they like in a group. See if you can differentiate between people preferring a friendly, congenial atmosphere, and those preferring a more conflict-oriented atmosphere.

   Who preferred a friendly, congenial atmosphere?

   Who preferred an atmosphere of fight and disagreement?

GROUP WORK OBSERVATION FORM

Problem Solving	Didn't Observe	Observed Little	Observed Some	Observed Much
How well did the group stick to its job?				
How clearly did the group understand its problem?				
How well did the group get information?				
How well did the group use the information?				
How well was the procedure for working planned?				
How well did they test for agreement?				
How well did they accommodate for differences among members?				

Skill Building Activities

GROUP MEMBER ROLES

As an illustration present three familiar types of manager (as defined by Richard Wallen). The Tough Battler, the Friendly Helper, and the Objective Thinker who has tried to avoid both tough and tender emotions.

	Tough Battler	Friendly Helper	Objective Thinker
Emotions	Accepts aggression Rejects affection	Accepts affection Rejects aggression	Rejects both affection and interpersonal aggression

Goal	Dominance	Acceptance	Correctness
Judges others by	Strength, power	Warmth	Intellectual ability
Influences others by	Direction, Intimidation, Control of rewards	Offering understanding, praise, favors, friendship	Factual data, logical arguments
Value in Organization	Initiates, demands discipline	Supports, relieves tension, harmonizes	Defines, clarifies, gets information, criticizes, tests
Over-uses	Fight	Kindness	Analysis
Becomes	Pugnacious	Sentimental	Pedantic
Fears	Being "soft" or dependent	Desertion, conflict	Emotions, irrational acts
Needs	Warmth, humility, consideration, objectivity	Strength, self-assertion, firmness, integrity	Awareness of feeling, ability to love and to fight

Also use the Bales Observation Guide for processing individual behavior in groups (see appendix A).

Discuss the potential superiority of group problem solving in terms of the following factors:

a. The stimulation of other people
b. The probability of finding and using highly capable experts
c. The pooling of resources and unique contributions
d. Individual and chance errors may cancel out
e. Blind spots may be corrected
f. A creative "brain storming" interaction is likely.

ALTERNATIVE PROCEDURES FOR GROUP DECISION-MAKING

A totally healthy organizational climate is probably never attained nor is a truly integrated consensus achieved on every problem or decision a group faces, however, utilizing a variety of decision-making skills and procedures will help.

1. One person decides — a part of our cultural heritage in education and still useful in certain situations.
2. Whole group decides by a formal vote. Also a part of our cultural heritage, it has several advantages, but also can lead to polarization and destructive conflict especially if over used.
3. Representatives of the group decide by a formal vote. Similar to 2, it is more practical in large groups, but requires good two-way communication.
4. Stop gap compromises or agreements. Often a realistic interim goal in complex or heated issues.
5. Partial consensus. Involves some resolution of ideas, intentions, and feelings.
6. Integrated consensus of all members — the ideal — is seldom fully achieved in practice yet it is also often lost by lack of skill in decision-making.
7. The group decides little (permissive or low structure decision-making). This is also known as "What in the world are we doing here?"

Considerations in Selecting a Decision-Making Procedure

1. Who is affected by the decision.
2. What amount of commitment and participation in the implementation of the decision is required.
3. The size and logistics of the decision-making unit. (large groups can create threat, small groups can suffer from a lack of broad experience and creativity)
4. The amount of time and resources available. (hasty "power play" decisions or premature "false consensus" decisions can often be a false economy when the long range commitment is considered)

THE GROUP PROBLEM SOLVING PROCESS AND GROUP MEMBER BEHAVIOR

Problem Solving Step	**Critical Roles**	**Blocks**
Defining the problem	Clarifying Summarizing Testing	Abstract words Unclear goal Over-generalize Hair splitting

Collecting information	Fact-finding Surveying Testing	Time element Lethargy Too early decision-making Jumping to conclusions Opinions without facts
Identifying alternative solutions	Idea giving Suggestions Getting data	Over analytical Attaching ideas to persons Arguing or debating
Testing alternative	Reality testing Clarifying Suggesting Harmonizing	Lack of practical experience Straw voting
Determining action and who does what	Summarizing Testing consensus Clarifying Reality testing Assigning	Voting Polarization Failure to pin down responsibility Lack of involvement

Use simulations for practice with the problem-solving model. Either the teacher or teacher trained students can process observe these experiences. An example activity is the northwoods survival lab in which small groups of 4 to 6 students make a decision and then attempt to achieve total group consensus. Cooperation within the class can be stimulated by setting up a common goal of competition with other classes as to correctness of the decision as compared to rankings by experts as well as quality and speed of the decision process.

NORTH WOODS SURVIVAL LAB

You and your partner have planned a week-long, fly-in fishing trip in the northern Ontario bush country. About 40 miles from the air base, the plane is forced down on a lake that is too small for a safe landing. The pilot gets down, but is unable to stop the plane before it plows into the shore line.

Your partner suffered a broken arm and minor injuries, but he is able to move around. The pilot is badly hurt and requires immediate medical attention. The plane's radio is destroyed. You are the only person in the party who is uninjured.

The terrain between you and the air base consists of lakes, muskeg swamp, bogs, and virtually impenetrable woods. Counting the necessary detours around these hazards, you estimate a trip of 80 to 100 miles to get out.

You must check the list of supplies and rank them in order of importance for your survival on the trip back to the air base. Place the number 1 next to the most important item, 2 for the next most important, and so on.

_____ 1 camp saw
_____ 1 hatchet
_____ fishing tackle
_____ lantern
_____ camp stove
_____ 2 packs dry beef
_____ insect repellent
_____ hand gun (.32 caliber)
_____ compass
_____ 2 first aid kits
_____ 1 pack dry apricots
_____ bouyant boat seat cushions
_____ 1 frypan
_____ silverware
_____ map

A Veteran Camper's Answers to the North Woods Survival Lab.

Priorities

1. Compass — an absolute necessity; the woods are so thick in places that ten steps can alter your directions 90°.
2. Map — in order to select the best route around lakes and across rivers; the map could save hours of walking.
3. Insect repellant — The black flies and the mosquitoes in the bush country are thick and hungry. If you have never entered bush country, you can't imagine how thick.

4. Boat seat cushion — The cushion is bouyant and would save miles of walking by allowing you to swim small lakes and rivers.
5. Dry beef —
6. Dry Apricots
7. One first aid kit — In case of injury the survivors would need the other kit.

Low Priority Items

8. Camp saw — unnecessary, since there's abundant fire wood lying all over.
9. Hatchet — unnecessary, for the same reason.
10. Fishing tackle — You have enough food.
11. Lantern — Impossible to travel at night.
12. Frypan
13. Camp stove — No food preparation necessary with dried food.
14. Silverware
15. Handgun — Little need for protection; one chance in a thousand of meeting a bear.

PROCESS OBSERVATION OF DECISION-MAKING

1. Did the group clearly specify what is to be decided so that all understood?
2. The group discussed many possible alternatives before deciding?
3. Were the views of all the members (even less active ones) elicited?
4. Can all of the group members work to improve the problem area chosen?
5. Was the condition that all group members should be able to work toward improving the problem area discussed and resolved by the group?
6. Were all of the suggested alternatives explored to discover their advantages and disadvantages?
7. When discussing and when arriving at a final decision, was silence interpreted as agreement?
8. The decision was made by:
    a. One person
    b. A minority of persons
    c. A majority of persons
    d. Consensus of all members

In considering group leadership, students should devote some time to thinking about what makes a good leader and what situations demand different kinds of leaders. One focus of the activity should be to help students think of leadership as distributed differently according to situations. Another focus is to help students look at themselves as possible leaders. Discuss the trend in social psychology from studying the personality of the "leader" to analyzing leadership as a functional social influence process. Use the Bales group functions as examples of these functional leadership processes (appendix A).

Discuss group climate as decotomized by Gibb (1961) as:

Defensive Climates	Supportive Climates
Evaluation of behavior	Disruption of behavior
Control orientation	Problem orientation
Strategy	Spontaneity
Neutrality	Empathy
Superiority	Equality
Certainty	Provisionalism

Transfer of Skills Activities

Attempt to use the group problem-solving model and group member role funcitons in analyzing and diagnosing the class as a group, as well as other committee and task groups. Perhaps the school as a problem-solving organization might be analyzed by capable students.

CHARACTERISTICS OF A HEALTHY PROBLEM-SOLVING ORGANIZATION

1. Open communication of ideas, feelings, and intentions across the group and up and down line hierarchies (messages are sent and received in an equal balance).
2. New ideas from within and without the organization are incorporated.
3. Cooperation is valued over competition.
4. A high level of trust is present.
5. Risk-taking is encouraged.
6. Decisions are made with tentativeness or a provisional try attitude.
7. A feeling of cohesion or belonging is balanced with an appreciation of differences.
8. People who are affected by decisions have the opportunity to participate in the decision-making process.
9. Delegation of tasks is such that a large number of persons find themselves assigned to tasks of high responsibility.
10. Decisions are made with the necessary commitment and clarity for implementation.

DIAGNOSIS OF GROUP PROBLEMS

Every group is continually in the process of solving problems. And every group, as it goes about its specific task, may at some point be faced with some internal problem which interferes with its productivity. Three of the most common group problems are conflict, apathy, and indecision — each with its own symptoms and possible diagnosis. (modified from Bradford, Stodk, and Horwitz, 1961)

Conflict

Conflict in a group means disagreement, argument, impatience, lack of listening.

Symptoms:

- ideas are attacked before they are completely expressed
- members take sides and refuse to compromise
- members disagree on plans or suggestions
- members attack one another subtly on a personal level
- members accuse one another of not understanding the basic problem
- members distort one another's contributions

Diagnosis 1

The group may have been given an impossible or unclear task and members are frustrated, feeling that they are unable to meet the demands made of them.

Diagnosis 2

The main concern of members may be in finding status in the group.

APATHY

Apathy includes indifference, boredom, lack of enthusiasm or follow through, satisfaction with poor work.

Symptoms:

- members lose the point of the discussion
- low level of participation
- tardiness, absenteeism
- restlessness
- hasty decisions
- failure to follow through on decisions
- reluctance to assume any further responsibility

Diagnosis 1

The problem upon which the group is working does not seem important to the members, or may seem less important than some other problem.

Diagnosis 2

The problem may seem important to members, but there are reasons which lead them to avoid attempting its solution, such as conflict of interest or fear of consequences.

Diagnosis 3

The group may have inadequate procedures for solving the problem.

Additional Symptoms to Look For:

- no one is able to suggest the first step in getting started
- members seem unable to stay on a given point
- members appear to misunderstand or not hear one another
- the same points are made over and over
- the group appears unable to develop adequate summaries
- there is little attention to fact-finding or use of outside resources
- members continually shift into unrelated tasks
- subgroups continually form, along with private discussions
- there is no follow through on decisions or disagreements

Diagnosis 4

Members may feel powerless about influencing final decisions.

Diagnosis 5

A conflict among a few members is creating apathy in the others

Additional Symptoms to Look For:

- two or three members dominate all discussion but never agree
- conflict between strong members comes out no matter what is discussed
- dominant members occasionally appeal to others for support, but otherwise control the conversation
- decisions are made by only two or three members

INDECISION

Indecision refers to inadequacies in the decision-making process

Symptoms:

- fear of the consequences of a decision
- conflicting loyalties among group members
- conflict among members

- methodological blundering in the decision-making process

Diagnosis 1

There may have been premature decision making, or the decision is too difficult, or the group is low in cohesiveness.

Diagnosis 2

The decision area may be threatening to the group, either because of unclear consequences, fear of reaction of other groups, or fear of failure for individuals.

Symptoms

- the group lacks clarity as to what the decision is
- there is disagreement as to where consensus is
- a decision is apparently made but challenged at the end
- group members refuse responsibility
- there is continued effort to leave decision-making to the leader, a subgroup, or an outside source.

Special Problems

As with teaching cooperation, one of the sources of potential difficulty is to attempt to teach the initial skills and attitudes of the group problem-solving using the content and tasks of the ongoing school activities. Complexity and the motivational structure for analyzing process will suffer if real life tasks are used for the initial process exercises. Using real life situations in follow-up activities is necessary for positive transfer of learning.

The skills of process observation are difficult to learn, and the processing of observations of individual group member's contributions can be threatening to both the process observer and the group members. A careful orientation, successive structuring and a very gradual approach is needed to minimize the stress involved in process observation. Once process observation is effectively used, it is a powerful teaching-learning technique for all the group units in this book.

Evaluation Activities

The self-assessment instruments suggested earlier can be used on a pre and post basis as well as self-appraisals of group functioning. The Managerial Grid (Blake and Mouton, 1964, p. 10) has been used as a means of evaluating leadership style in terms of concern for task completion and concern for people. Teacher and peer observations could also be easily used as part of an assessment program using the example forms given here or the Bales Observation Form (appendix A). Another example is as follows:

GROUP WORK PREFERENCE EXERCISE

Attribute	Student Rating	
1. Gets the job done:	Low	High
a. Quality		
b. On time		
2. Has fun working on a project		
3. Talks openly about issues		
4. Helps others		
	Low	High

Now the group members reflect on why the ratings came out as they did. They become specific about what they do well and what they do poorly as a team. The team should then focus on areas for improvement.

(This exercise was adapted from Fordyce and Weil, *Managing With People*, Addison-Wesley Publishers, 1971.)

Knowledge and reaction tests and inventories can also be used. Some examples include:

AGREE-DISAGREE STATEMENTS ON GROUPS

Instructions: Read each statement once. Check whether you agree (A) or Disagree (B) with each statement. Key: "A" if you agree; "B" if you disagree.

( ) 1. A primary concern of all group members should be to establish an atmosphere where all feel free to express their opinions.

( ) 2. There are often occasions when an individual who chooses to remain as a part of a working group should do what he thinks is right regardless of what the group has decided to do.

( ) 3. It is sometimes necessary to use autocratic methods to obtain democratic objectives.

( ) 4. Generally there comes a time when democratic group methods must be abandoned in order to solve practical problems.

( ) 5. In the long run, it is more important to use democratic methods than to achieve specific results by other means.

( ) 6. Sometimes it is necessary to change people in the direction you yourself think is right, even when they object.

( ) 7. It is sometimes necessary to ignore the feelings of others in order to reach a group decision.

( ) 8. When the leader is doing his best, one should not openly criticize or find fault with his conduct.

( ) 9. Most any job that can be done by a committee can be done better by having one individual responsible for it.

( ) 10. By the time the average person has reached maturity, it is almost impossible for him to increase his skill in group participation.

( ) 11. Much time is wasted in talk when everybody in the group has to be considered before making decisions.

( ) 12. In a group that really wants to get something accomplished, the leader should exercise friendly but firm authority.

( ) 13. The group should avoid conflict situations.

( ) 14. Members should freely criticize what is before the group.

( ) 15. With regard to decision-making in groups, efficiency is less important than effectiveness.

( ) 16. As bases for decisions made in groups, feeling data are equally as important as what participants think.

( ) 17. Common problems cannot be well-solved in groups without the participation of those affected by the solution.

( ) 18. One can teach another only if he can enlist the other in thinking and learning for himself.

( ) 19. In general, more time is required for a group to reach a decision than for a single individual to reach one.

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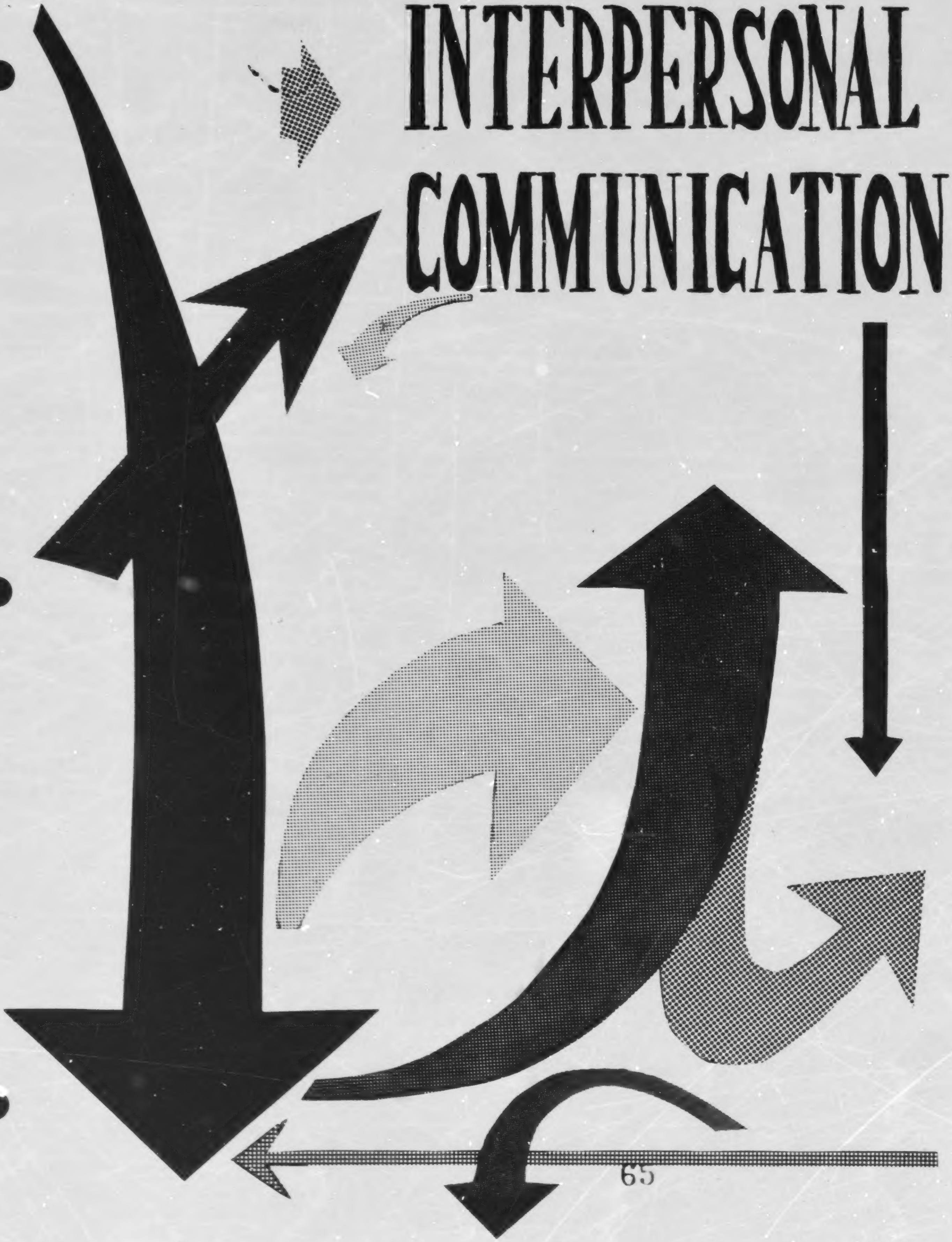
INTERPERSONAL COMMUNICATION



Chapter 7

INTERPERSONAL COMMUNICATION

I. **Initiating Activities**
   - A. Interpersonal Communications Skills

II. **Leader's Role**

III. **Suggested Learning Activities**
   - A. Instructional Objectives
   - B. Introductory Activities
     - 1. One-Way, Two-Way Communication
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     - 1. Paraphrasing: Phrase I
     - 2. Negotiating for Meaning: Phase I
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     - 4. Observation of Feelings Exercise
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     - 8. Observation Guide for Giving and Receiving Feedback
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IV. **Reference**

Chapter 7

INTERPERSONAL COMMUNICATION
A Social Learning Laboratory Example

INITIATING ACTIVITIES

Interpersonal communication includes the skills and attitudes necessary for receiving and sending messages that may include personal feelings, reactions, and intentions. A social learning laboratory is a structured set of activities specifically designed for teaching some area of interpersonal competence. These activities might be part of a single class or involve several classes, a mini-unit or elective course. The activities may be options for all students in a class or school, part of the mainstream curriculum or offered as an activity or component of co-curricular activities. A three-phase sequence of teaching interpersonal communication can be used as a method of organizing a particular set of laboratory activities, or the sequence can be used to articulate levels of emphasis across grade levels.

Three Phase Sequence of Interpersonal Communication

Phase 1
2-way communication
(active listening)
sending and receiving messages

Phase 2
openness
self-disclosure of feelings and intentions

Phase 3
feedback
positive and negative
personal reactions to others

Each phase builds on the skills of the previous phase. The third phase, which involves emotional reactions and personal risk, is the most difficult to teach and can be left out of a laboratory or class unit without diminishing the value of phases 1 and 2.

Individualization of instruction can be a vital ingredient in a communication laboratory unit and requires some preassessment of needs. The Interpersonal Communications Skills test has several relevant items.

INTERPERSONAL COMMUNICATIONS SKILLS

Scoring: check all incorrect responses.

A. True-False: Place a T or an F in the blank.

(F) 1. Leveling should include the giving of advice on how the other person can improve his behavior.

(F) 2. Every statement that begins with "I feel" describes the emotional state of the speaker.

(T) 3. Paraphrasing which is helpful in communicating with another person means putting the other person's ideas in different words.

(T) 4. Voice tone, emphasis, gestures, and facial expressions often convey feelings even though the words used may not.

(F) 5. Constructive openness in terms of reactions to the behaviors of others should focus on behaviors which occurred a long time ago because they are less threatening to the other person.

(F) 6. The content of feedback should be the behavior observed, but not the observer's reaction to that behavior.

(F) 7. If a listener thinks he has understood what the speaker has said, he is probably right and should not take up time trying to clarify the message further.

B. Identification of Feelings

People often communicate without using words to describe their feelings. While being cautious, one must often discard the "content" and attempt to identify the feelings that may lie behind the words. Read each of the following statements and try to listen carefully for feelings. Choose the feeling label in column B which best fits the feeling being expressed in each of the statements in Column A. (Items in column B may be used more than once.)

____ 1. We get too much homework. I can never get it all done. What'll I do?

____ 2. Jim's parents let him ride his bike to school, yet I'm a better rider than Jim.

____ 3. Do you think I'm doing this report right? Will it be good enough?

____ 4. I would sure like to play but I just can't go ask the other kids. They would probably laugh at me for asking them.

____ 5. I never want to play with Pam anymore. She's a dope and a creep.

____ 6. Look teacher, I made a pretty horse with my clay.

A) Doubt (unsure)

B) Angry

C) Afraid

D) Discouraged

E) Guilty

F) Being treated unfairly

G) Pleased

C. Situational Examples

1. Student A has been annoyed lately by some of student B's comments in the hall — some of which were directed at A and some at others in the group. Which of the following meet the guidelines for feedback or leveling? (Place a check in front of those which do.)

____ a. A approaches B in the hallway just before his class is to begin, tells him he is annoyed, turns away and walks in his own classroom.

(×) b. A tells B that he has been feeling personally annoyed by B's comments.

____ c. A suggests that some of B's actions might be caused by his insecurity due to being new in the school.

____ d. A shares his concerns with B and says, "and we all feel this way."

(×) e. A uses only a few recent examples and does not detail every occurrence of B's annoying behaviors.

(×) f. B, although not pleased with the feedback, thanks A for telling him.

2. The principal visited the teacher's class only to find apparent chaos and disruptive behavior. Every teacher attempt to quiet the class was unsuccessful. As the principal left the room he glanced disapprovingly at the teacher. Rank their statements by the teacher to the students as to their degree of openness — 1 being most open, and 4 being least open.

(2) a. I'm very disappointed with this class for its disruptive behavior.

(3) b. I'm very angry with students who act like little, naughty children.

(4) c. If you can't be quiet when the principal is in the room, how can I expect you to be quiet when he's not.

(1) d. I'm embarrassed because your disruptive behavior made me look like a very poor teacher when the principal was here.

D. Description of Feelings

Put a "D" before each statement below that conveys feeling by *describing* the speaker's emotional state. (i.e., "I feel left out because you didn't call me.")

Put an "N" before each statement that conveys feeling but *does not describe* or identify the speaker's emotional state. (i.e., "I thought you'd never get here.")

(N) 1. "For all the attention anybody pays to me I might as well not be in my group."

(N) 2. "I feel that nobody in my group cares whether I am there or not."

(D) 3. "I feel lonely and isolated in my group."

(N) 4. "I feel this is a very poor exercise."

(D) 5. "I'm confused, frustrated, and annoyed by this exercise."

E. Description of Behavior

Put a "D" before each statement below that describes another's behavior — i.e., reflects a specific *observed* event.

Put an "N" before each statement below that does not describe another's behavior — i.e., does *not* reflect a specific *observed* event.

(N) 1. Jim, you're a boring speaker.

(D) 2. You sometimes look up at the ceiling when I'm talking to you.

(D) 3. I hadn't finished my statement when you started to talk.

(N) 4. I've said that before. You don't listen very well.

(N) 5. Nobody in this group pays attention to me.

F. Multiple Choice (Check *all* correct answers)

1. To focus feedback or leveling on description rather than on judgment means that

(×) a. specific observable actions should be reported.

____ b. one's own feelings should not be shared.

____ c. one's inferences about the other's attitudes should be detailed.

(×) d. one should not place "right" or "wrong" labels on the behaviors.

2. Listening, in its fullest sense, involves:
____ a. agreeing with the speaker as much as possible.
(×) b. checking out with the speaker on what you think he/she said.
____ c. responding primarily to the cognitive content of messages.
____ d. not revealing your own opinions.
____ e. keeping the speaker talking as much as possible.

(Prepared by Arland Benson, John Loughren, and Bruce Sillers, Student Personnel Office, College of Education, University of Minnesota. Selected items with permission.)

Other preassessment instruments for older students might include the HIM-B (see appendix C) and the R-scale of the Group Counseling (see appendix D).

LEADER'S ROLE

Most teachers or counselors who acquaint themselves with the activities in this chapter and "dry lab" the unfamiliar activities can be effective in teaching phase one — listening. Teaching phase two activities involving openness and self-disclosure would be more difficult unless one has had some communication training, especially in attempting to consistently model such behaviors. Using a variety of symbolic models and teaming with another teacher or counselor could make the teaching of phase two feasible. The teaching of the third phase, which involves potential risks and confrontations, should be attempted only by teachers and counselors who have themselves participated in such activities and have established a solid foundation in teaching phases one and two.

A team teaching approach can work very well in communication laboratories from several standpoints. A team of two or three teachers or counselors can role play and demonstrate various skills and attitudes. With laboratory groups larger than classroom size, it's helpful with many of the activities to have two or three staff members present to monitor and process the activities.

The group climate for the second and third phases has to be developed to a high level of empathy, trust, and genuineness. In an interpersonal communications learning group the climate is an integral part of the content or task steps. Often social learning laboratory settings are constructed to deliberately change the setting in terms of room, seating, meeting times, and other logistic consideration in order to facilitate the learning of new norms of interaction. However, a balance needs to be maintained between the familiar and the unfamiliar in order to minimize stress and anxiety. Phases two and three will evoke feelings of stress, frustration, and embarrassment. The reader is encouraged to re-read the sections on orientation in Chapter 4. Effective introductions of active listening, self-disclosure, and feedback activities might go something like this: "My experience has been that people often initially feel uncomfortable, embarrassed, and awkward in practicing these communication exercises; however, you have the option as to how much you would like to participate. I've found that after the initial awkwardness it's often very helpful to have broken down complex communication behaviors and practiced the component parts before applying the skills in real life. A sense of humor also helps!"

SUGGESTED LEARNING ACTIVITIES

Instructional Objectives — Interpersonal Communication

Goal: To develop positive interpersonal communication.

Objectives:

1. To affect others positively when the intent is to do so.
2. To listen to the cognitive and affective messages of others as demonstrated by:
   a. asking for others present perceptions and inferences
   b. checking out agreement/disagreement in the situation
   c. asking others to share their feelings.
3. To communicate messages and instructions to others in a helpful manner.
4. To ask for feedback from others and deal constructively with the results as demonstrated by:
   a. listening attentively
   b. clarifying through paraphrasing
   c. making feedback based decisions
   d. informing others of reactions to feedback received
5. To describe personal areas for growth in terms of interpersonal skills needed for life style goals and to develop an action plan.
6. To give feedback or helpful reactions to others as demonstrated by:

a. stating clearly present perceptions or inferences about a current situation
b. stating clearly ones prior assumptions about a current situation
c. stating clearly facts or reactions appropriate to the current situation.

7. To exhibit an awareness of the needs of others in task situations.

Introductory Activities

ONE-WAY, TWO-WAY COMMUNICATION

1. Discuss communication and the difference between one-way and two-way communication.
2. Select one student to give directions. Tell him to describe a prepared drawing so each will have an exact replica. (three or four tangent geometric shapes work best)
3. Tell students that no talking of any type is allowed during one-way communication.
4. Have each student indicate the *estimated* time on a chart for one-way communication.
5. Note starting time and have direction-giver begin. (If possible during one-way communication, the direction-giver should have his back to the group; during two-way, he should be facing them.)
6. When finished, note completion time and fill in on chart.
7. Tell students that questions are allowed during two-way communication.
8. Have students indicate the estimated time on their chart.
9. Note starting time and have direction-giver begin.
10. When finished, note completion time and have students fill in their charts.
11. On the reverse side of their charts, have each student make three assumptions about one-way, two-way communication and hand it in.
12. Follow-up discussion: two-way communication isn't always possible, because it requires direct contact and it is time consuming.

Preparation: Select direction-giver
Have charts ready
Have drawings for the direction-giver

Miscommunications are gaps between the message that is intended and the message that is received, and they frequently occur because messages sent do not accurately reflect intentions.

Discuss: The Interpersonal Gap

Person A's Private Intentions	are transferred into	A's Observable Activities	are transferred into	Private Effects in Person B

Provide a rationale, model, and practice opportunities for the description of one's feelings and intentions, i.e., a) effective verbal expressions directly state feelings, b) indirect and ineffective expression uses such as: blushing, withdrawing, questioning, commanding, accusing, and sarcasm.

Skill Building Activities

Provide the rationale, models, and have students practice paraphrasing in trios. Follow-up the negotiating for meaning, and if appropriate The Feedback: Phase III (to follow) may be used if the group climate is adequate and the facilitator is comfortable with the activities.

PARAPHRASING: PHASE I

Paraphrasing involves restating what another person has said, using one's own words. It is a communication skill that implies a caring for what the other person has said. The function of paraphrasing is twofold: to check to see that the communication is understood and to communicate understanding to the other person.

The Task: Practice in listening with meaning and observing communication processes.

The Procedure: A trio Round Robin exercise — three rounds of 5 minutes each.

I. In each round (5 minutes):
Person A will make statements, he is the *message sender.*

Person B will paraphrase the first person's statements with the response "What I think you mean is . . ." He is the *message receiver.*

Person C will observe the interaction and report after B has finished according to these guidelines:
Did the receiver listen to all of the message?

Did the receiver distort the message to conform to his expectations of what he thought the sender was going to say?

Did the receiver understand the underlying meaning of the message?

Repeat the steps with a second and third statement by person A.

II. In Round Two, Person B will send 3 messages repeating the above steps with C paraphrasing and A observing.

III. In Round Three, Person C will send 3 messages repeating the above steps with A paraphrasing and B observing.

NEGOTIATING FOR MEANING: PHASE II

1. A says something to B with the same rules as before.
2. B responds as in Quarter Two with "What I think you mean is . . ."
3. A and B negotiate until they are in complete agreement about what A really meant and A is able to respond to B with "Yes, that is exactly what I mean." Do not embellish or go beyond the original meaning and don't try to psychologize each other. Simply attempt to get at the exact meaning of what was said. C observes again.
4. Repeat steps 1, 2, and 3 twice more.
5. Reverse the process with B initiating the statements and A responding (three times), and C initiating the statements and B responding.
6. Discuss the experience with each other. This may be followed by a short lecture or a discussion on Feedback (e.g., the Johari Window). This is designed to illustrate the self-correcting nature of feedback through two-way communication and to provide a transition to the next phase, which is a bit more threatening.

FEEDBACK: PHASE III

(Optional, it is suggested that only educators trained in group dynamics attempt Phase III.)

A is the "topic person" first. Each member of the trio is to give A some positive feedback as constructively as possible. This is to be done as follows:

1. B says to A, "An observation I have made about you which I like is . . ." B then shares with A an observation he has made about A to which B has positive feelings or impressions.
2. A responds with "What I think you mean is . . ." and tells B what his spontaneous reaction was to B's feedback.
3. A then adds "My reaction to that is . . ." and tells B what his spontaneous reaction was to B's feedback.
4. C observes, then goes through the same procedures with A.
5. B and C, in turn become the "topic person" and receive positive feedback from the other two members of the group. Most people, if they are willing to be honest, do have positive impressions of others, even though they may have never seen the other person before. Be as honest, specific, and helpful as you can. Feedback is the process by which we learn to relate to each other.
6. Discuss the experience either in your group or with the whole class.

This may be followed by a brief summary of the purposes listed at the beginning, emphasizing clearly the "relationship" dimension of communication, as well as guidelines for giving and receiving feedback. An alternative communication exercise to Phase I and Phase II, is the Round Robin Helper-Helpee Exercise (cooperation unit) which can focus more on the functional roles and less on specific small units of communication skills.

Utilize the Hollow Square exercise (p. 81). Discuss the importance of communication and cooperation in completing a task.

Arrange different communication patterns for group task behavior. i.e., circles, Y's, wheels, try to note any nonverbal modes of communication in a task group.

Discuss and have students practice nonverbal cues used to express feelings, i.e., tone of voice, facial expression, posture, eye contact, touching, and gestures. Discuss the possible ambiguity of such cues, as well as the importance of nonverbal communication. Discuss the presence or absense of congruence between verbal and nonverbal message sending and effects on the receiver.

OBSERVATION OF FEELINGS EXERCISE

Your task is to look for any signs of feeling in the group — particularly those feelings which are not being talked about in the group. Since people are not likely to talk about their feelings, you may have to make guesses based on:

Tone of Voice
Facial Expressions
Gestures

Jot down below any signs of feeling you observe (anger, irritation, frustration, warmth, boredom, defensiveness, competitiveness.)

Person	*Estimated Feeling*	*Behavior Which Indicated This Feeling*

Have students write out examples of written instructions, orientation materials, guidelines, etc. Consider such areas as students developing junior high orientation materials, registration bulletins, shop and training manuals for underclassmen, as well as student government activity guidelines, i.e., how to plan and implement a school party. Follow-up with verbal communication procedures.

Role play some ways of giving and receiving suggestions and direction. Try limiting the feedback to a yes or no or without seeing each other, such as a telephone situation.

Building upon the rationale and exercises in self-disclosure, have students practice "I messages." Include in an I message the behavior of the receiver, the reaction or feeling of the sender, and the rationale or intention of the sender, i.e., "When you do . . . I feel . . . because . . ."

HINTS FOR LISTENING: A REVIEW

I. **Mirroring** — Exact repetition of speaker's words.
I like football." // // "You like football."
"I'm tired of doing homework." // // You're tired of doing homework."
"I hate those kids //// "You hate them."

II. **Paraphrasing** — Restatement of the *speaker's* words in *your own* words.
"I want to be left alone." // // "You don't want to be bothered."
"I really had to work hard at school today." // // "It's been a long day for you."
"I don't want to go to school today." // // "You'd rather not have to go."
You're feeling . . . You're saying that . . .
It sounds like . . . I hear you saying . . .
In other words . . . It seems that (like) . . .

III. **LISTENING FOR FEELING** — Naming the feeling *behind the speaker's* words in *your own* words.
"Nobody else's mother makes them do all this." // // "You think I'm being unfair to you."
"Jimmy's a big bully." // // "You're upset with Jimmy."
(Some feelings you may hear: upset, happy, angry, frustrated, lonesome, bored, satisfied, content, proud, jealous, uncertain, uncomfortable, afraid, up, down, miserable, embarrassed, put-upon, mistreated, anxious, nervous, pleased, determined, excited, eager, worried)

** Avoid Roadblocks
** Avoid giving advice or solutions
** Hear Thoughts and Feelings Accurately — *AS SENT* — Without your own interpretations.

The following activities are primarily phase III Feedback related activities. One way of introducing the value and concept of feedback is the Johari Window (Luft, 1969).

THE JOHARI WINDOW

The effectiveness of our behavior depends in large measure on the feedback we receive from other people. This does not mean just the verbal feedback relative to reactions to our behavior, understanding, agreement, support, or the lack of these, etc., but also the constant nonverbal clues — facial expression, body attitude, type of movement, etc. These nonverbal clues may tell us more than verbal clues, particularly in a situation where social norms dictate that we must be polite or where we have learned that it is not safe to communicate. There are certain things that most of us do not want to hear about ourselves, and we punish people for telling us those things. Yet, if we wish to increase the effectiveness of our behavior, these are the very things we should learn about ourselves. How many of you are actually seeking information about the effectiveness of your behavior in your group meetings?

Getting feedback from others gives us the opportunity to (1) increase our *awareness* of ourselves, (2) determine the *consequences* of our behavior, and (3) *change* our behavior if we wish to do so. When we meet another person, we have *no choice* but to make some impact, stimulate some ideas, arouse some impressions and observations, or trigger some feelings and reactions. But we do have some choice as to whether we wish to attempt to get some of this data and to use it to modify our behavior. If your interpretation of feedback is incorrect or you are blind to feedback, your behavior could be totally inappropriate and could lead to undesirable or unanticipated consequences.

A model for looking at the relations between self and others as a basis for better understanding of what happens in our relationships is given in the Johari Window:

THINGS ABOUT MYSELF THAT:

	I Know	I Do Not Know
Others Know	Common Knowledge	My Blind Spots That My Best Friends Have Not Yet Told Me About
Others Do Not Know	My Secrets and Things I Have Not Yet Had A Chance To Tell	My Hidden Potential or Things I Never Dreamed I Could Do or Be

The Feedback Exercise Phase III might be carried out here or elaborated with a round robin feedback exercise.

GIVING AND RECEIVING FEEDBACK IN A ROUND ROBIN TRIO

The Procedure: Round Robin of three rounds.

I. In each round:
   Two persons will each give and receive feedback. Each person has approximately 10 minutes to give and receive.

   The third person will observe for 20 minutes using the Guidesheet. The observer will share his reactions for 10 minutes.

II. The entire three rounds will last 90 minutes. In each 30 minute round, a different person will observe while the other two give and receive feedback.

PREPARATION FOR GIVING AND RECEIVING FEEDBACK

Write things you "know" but have not shared, about the others in your trio. Next, write things you "know," but have not shared, about yourself.

Things I have seen and reactions I have had but have not shared:

Trio member's name ______________________

	I feel good about	I have some concern about
Things I have seen		
Reaction I have had		

Trio member's name ______________________

	I feel good about	I have some concern about
Things I have seen		
Reactions I have had		

Things about myself on which I would like to receive feedback:

	I feel good about	I have some concern about
Things I have seen		
Reactions to myself		

OBSERVATION GUIDE FOR GIVING AND RECEIVING FEEDBACK

Write key words to remind you of what you hear and see while two trio members give and receive feedback. Try to *see* and *hear* as much as you can. Your job as an observer is to be as much as possible like a candid camera.

In reporting your observations, use descriptive language; recall and report what you actually heard or saw.

GUIDELINES FOR GIVING FEEDBACK

1. Allows for receiver readiness:
2. Is descriptive and specific, not interpretive:
3. Covers recent happenings:
4. Comes at appropriate times:
5. Includes things that are new:
6. Is on changeable things:
7. Does not demand a change:
8. Is not an overload:
9. Is given to be helpful:

GUIDELINES FOR RECEIVING FEEDBACK

1. **Checks understanding** — Use such behavior as paraphrasing to be sure you understand the meaning of the other's reactions. Watch out for becoming argumentative or taking a lot of time giving the rationale for your behavior, rather than working to understand the other's feedback to you.
2. **Asks for feedback about specific things** — You can help the giver provide useful reactions by asking for feedback about specific things. This indicates your areas of readiness to receive feedback and helps him be specific rather than general.
3. **Shares reactions to feedback** — Sharing your reactions to the feedback you have received can help the giver improve his skills at giving useful feedback. It also lets him know where he stands with you on a feeling basis so that the relationship can continue to grow. If he goes off uncertain about your reactions to his feedback, he may feel less inclined to risk sharing them with you in the future.

CONSTRUCTIVE LEVELING OR FEEDBACK

1. Focus leveling on behavior rather than the person.
2. Focus leveling on description of specific behaviors and reactions rather than global judgments.
3. Focus leveling on behavior related to a specific situation, preferably to the "hear and now" rather than to behavior in the abstract, placing it in the "there and then."
4. Focus leveling on the sharing of ideas and information rather than on giving advice.
5. Focus leveling on exploration of alternatives rather than answers or solutions.
6. Focus leveling on helping the recipient, not on the value or "release" that it provides the person giving the feedback.
7. Focus leveling on the amount of information that the person receiving it can use, rather than on the amount that you have which you might like to give.
8. Focus leveling on time and place so that personal data can be shared at appropriate times.
9. Focus leveling on what is said rather than on why it is said.

Leveling is an extremely powerful technique. It can be used to destroy a person or it can be used to help him. The receiver can facilitate and enhance the leveling situation by developing a readiness for acceptance, being a good listener, giving support to the giver's efforts, and asking questions for examples of behavior that are related to the information which he is receiving. The greater the trust between people or within groups, the more easy it is to level. The greater the distrust, the more difficult it is to level, but the need for leveling is that much greater. One begins to break down the distrust by selecting areas in which the data are clearly objective and denotable, and the intentions of the leveler are clear and open. Once leveling has begun to develop, even with relatively insignificant kinds of material, trust begins to be enhanced within the group. As trust develops, leveling becomes more significant and more effective.

In short, the giving (and receiving) of information requires courage, skill, understanding, and respect for self and others.

Another optional activity for older students is to teach the Hill Interaction Matrix as a method of studying communication and small group interaction.

Transfer Of Skills Activities

Review one and two-way communication and relate it to the interpersonal and instructional messages required of work roles. Consider two-way communication as involving asking for clarification or elaboration and benefiting both the sender and receiver in terms of mutual understanding.

Have students practice "active listening." Apply active listening skills to helper roles in various settings: as tutors, as members of a team, as prospective parents, as employees.

Special Problems

As previously mentioned the threatening nature of the feedback related activities is of prime concern in this unit. Common reactions associated with stress and interpersonal laboratory exercises can include embarrassment, frustration, discomfort, and criticisms of playing games and overanalyzing human relations.

A common problem in all of these units and one which is very obvious in laboratory education in communication is the need to provide ongoing transfer of training activities and periodic reminders or "booster shots" to maintain skills and attitudes.

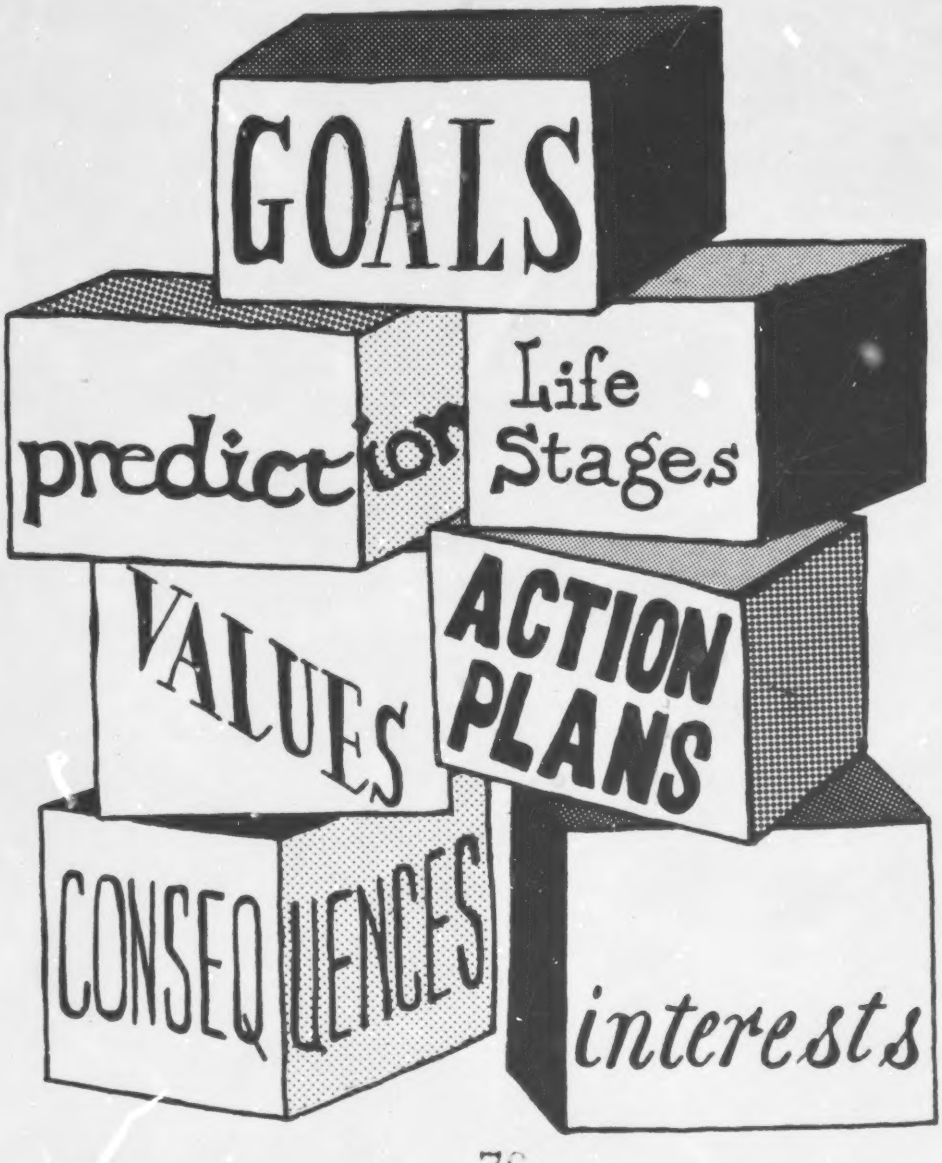
Evaluation Activities

The preassessment instruments such as the HIM-B, Group Counseling Survey, R-Scale, and items from the Interpersonal Communication Skills test might be administered on a pre and post basis. Other self-evaluation and observational techniques might also be used to describe and assess interpersonal communication behaviors in a variety of situations including cooperation, confrontation, and group problem-solving activities. Selected components of several of the observation guides in the preceding units might be used to structure observational evaluation techniques.

REFERENCE

Luft, J. *Of Human Interaction.* Palo Alto, California: National Press, 1969.

PERSONAL DECISION-MAKING AND LIFE PLANNING


GOALS
prediction
Life Stages
VALUES
ACTION PLANS
CONSEQUENCES
interests

Chapter 8

PERSONAL DECISION-MAKING AND LIFE PLANNING

I. **Initiating Activities**
   A. Preassessment Survey

II. **Leader's Role**

III. **Suggested Learning Activites**
   A. Instructional Objectives
   B. Introductory Activities
      1. Examples of Key Steps in Decision-Making
   C. Skill Building Activities
      1. Life Career Game
      2. A Case Study
      3. Decision-Making Strategies
      4. Interview with People Important to You
      5. Life Planning Laboratory
      6. Twenty Things You Love to do
      7. Important Needs
      8. Immediate Versus Long-Term Rewards Chart
      9. Vocational Life Stages
      10. A Developmental Model of Human Relations
   D. Transfer of Skills Activities
      1. Field Force Analysis
      2. Personal Development Contract
   E. Special Problems
   F. Evaluation Activities

IV. **Reference**

Chapter 8

PERSONAL DECISION-MAKING AND LIFE PLANNING

A Teacher-Advisor Group Example

INITIATING ACTIVITIES

Personal decision-making and planning skills include three major components. One component is a sequential process model with prediction of consequences and implementation of an action plan. A second component revolves around the interrelatedness of various life spheres of activity and developmental life stages. The third component focuses on responsibility and personal control of one's destiny.

The activities in this unit can easily form the basis for several teacher-advisor led group sessions or a mini-course in decision-making. Many of the activities are a "safe" place for a teacher to start with advisee groups. While classroom size groups can be handled for many of the activities, an advisee group of ten to fifteen would be more ideal. Some of the activities can be conducted in 20 to 25 minute sessions, but others require at least a 50 minute session. Daily meetings would also be ideal for several of the life planning, group discussion, and simulation activities. Some of the activities especially in the area of transfer of skills could be handled on a weekly or even bi-weekly basis.

In the assessment of individual needs and the individualization and personalization of the learning activities are at the core of this unit. In the group interactions the students learn about themselves in terms of needs, values, interests, and risk-taking. Opportunities are provided for a student to examine his life style and his strategies for personal decision-making. Greater understanding of other people's goals and values should be expected as well as greater awareness and practice with alternative skills and strategies related to personal decision-making.

Preassessment techniques might include individual or small group interviewing of perspective group members. Preassessment surveys might include items such as:

PREASSESSMENT SURVEY

Directions: Decide if you agree or disagree with each of the following statements. If you mostly agree, blacken T on the answer sheet. If you mostly disagree, blacken F on the answer sheet.

1. It is almost impossible to plan your life in advance because so much depends on luck or chance.
2. The decisions you make now have a big effect on your life in later years.
3. Upon graduation from high school, a final career choice should be made.
4. In the early high school years it is wise to keep your ideas about your future flexible.
5. As far as choosing leisure activities, spouse, or occupation is concerned, something will come along sooner or later.
6. Why worry about choosing a job when you don't have anything to say about it anyway.
7. It's probably just as easy to be successful in one occupation as it is in another.
8. By the time you are 15, you should have your mind pretty well made up about the occupation you intend to enter.

Choose the best answer:

9. The best single source of information for occupational research is the:
    a. Occupational Outlook Handbook
    b. Newspaper want ads
    c. Dictionary of Occupational Titles
    d. Employment Opportunities by the State Employment Service
10. In personal occupational planning, each student should study:
    a. Approximately three occupations
    b. All occupations
    c. The skills of personal planning
    d. One occupation
11. Tests can best help a student determine
    a. Values
    b. Interests
    c. Odds of success and failure
    d. Both a and b

LEADER'S ROLE

In general an above average climate of empathy, regard, and genuineness is required as compared to typical class climate. There is a wide range of climate requirements for particular activities however. For example, some of the value clarification and futuristic activities such as writing one's obituary can evoke feelings of threat, grieving reactions, and intrusions on personal privacy. The leader can do a great deal to structure, model, and reinforce the norms of openness, honesty, helpfulness, and caring. Explicit norms of optional responding and different degrees of openness and risk-taking are vital from the start of this unit. Co-leading the first group and/or having past group leadership experience in such units as group problem-solving is very helpful.

A team of a teacher-advisor and a counselor for the first experience would be ideal, as well as selecting as much as possible students who see some need for the planned activities.

SUGGESTED LEARNING ACTIVITIES

Instructional Objectives — Life Planning and Personal Decision-Making

Goal: To develop planning and decision-making skills in personal concern areas

Objectives:

1. To analyze a tentative life style plan with a decision-making model as demonstrated by:
   a. Formulating sequential short-range and long-range tentative personal plans with identification of decision strategies used.
   b. Realistically predicting the probable consequences of tentative plans.
   c. Describing the outcomes of tentative decisions in terms of personal goals and effects on significant others.
   d. Describing the odds of success and failure of plans from a personal viewpoint.
   e. Modifying tentative personal plans in the light of new information and chance factors.
   f. Taking the required action to implement his plans on a reality test basis.
2. To coordinate decision-making in various life spheres and periods of time as demonstrated by:
   a. Relating psychological needs to tentative career and life style plans.
   b. Describing ways in which interests and talents can be expressed through tentative career plan(s) and life style(s).
   c. Analyzing personal values in terms of tentative plans and projected life style.
   d. Analyzing personal values and needs for achievement in terms of aspirations.
   e. Demonstrating skills in resolving value conflicts between personal values and the environmental press of projected life style planning.
   f. Describing needs and expectations at various life stages.
3. To exhibit responsibility for the consequences of personal decisions and goal striving as demonstrated by:
   a. Following expressed intentions, values, and goals with actions.
   b. Attributing decisions and actions to oneself.

Introductory Activities

Have students write a personal definition of success and predict the positive and negative reactions of others to the defined success, i.e., family, friends, and co-workers.

Have students review biographies they have read in terms of the impact of successes and achievements upon others.

Discuss: "In our society, money and public acclaim are the only two yardsticks of success."

Look critically at surveys or worker dissatisfaction in the 70's. Discuss suggestions for change.

Have students make a list of the factors to be considered in considering marriage. Discuss the interrelatedness of occupational life, family life, and recreational life.

Introduce and discuss the concepts of "life style," "life space," and "life stages."

Discuss how one's career pattern may affect the whole style of living, i.e., work atmosphere, clothing, transportation, friends, geographical location, recreation, political activities, reading habits, etc.

Ask students to make lists of activities that they define as work, play, and creative leisure. Discuss differences and similarities.

Try to develop a class consensus as to a definition of work and play.

Introduce a sequential process model of decision-making.

EXAMPLES OF KEY STEPS IN DECISION-MAKING

1. Motivation for decision
2. Compare the alternatives
3. Timing: When do I decide?
4. Alternatives: Investigated? Judged for validity? Risk?
5. Reconsider timing — Can I put off the decision? or part of it? Will someone else or circumstances force a choice?
6. Compare alternatives in light of 3 and 4.
7. Try out: Can I try one or more alternatives?
8. Summarize findings
9. What assumptions have I made?
10. The process repeats such step, probably with some sub-decisions made along the way.

Discuss the kinds of decisions people of varying age groups must make: 5 year olds, 13 year olds, 18 year olds, 25 year olds, 40 year olds, 65 year olds.

Discuss the types of data needed to make occupational and life style choices, i.e., child rearing, inventoried interests, values, self-image, post career pattern, achievement tests, and grades in school, sex, physical capabilities, and peer relationships.

Make a visual presentation of the steps and sequence in the decision-making process.

Build a class outline of the process of decision-making for review and future reference.

Skill Building Activities

Objective 1: To analyze a tentative life style with a decision-making model.

Have students play six to eight rounds of the Life Career Game. Use the formal scoring as well as the informal evaluation for some rounds.

LIFE CAREER GAME*

Basically the Life Career Game is a simulation technique which if used in conjunction with other personal decision-making experiences can:

1. Add reality to decision-making for the future
2. Provide opportunities to teach teamwork and decision-making strategies
3. Develop the implication of the interrelatedness of decisions made in the spheres of family life, education, occupation, and leisure, over segments of time.

To become familiar with the game, it is helpful to play 2 to 3 rounds (simulated years of life) after studying the manual. The game can be played in teams of two to four, and if the formal scoring is used, student or teacher aides need to be trained to assist with team questions and scoring. An informal scoring procedure (the informal evaluation checklist) can be added to, or substituted for the formal scoring. Some of the most productive discussions of decision-making skills, the values of planfulness, and educational and vocational exploration, can occur between major choice points in playing the game. After the student teams have played six to eight rounds of the game, using the hypothetical student profiles, the students can develop their personal profiles (self-descriptions) and simulate planning several years of their own life.

The Life Career Game can be a reality, simulating and motivating strategy which is easily incorporated into a unit of decision-making at the eighth or ninth grade level.

INFORMAL EVALUATION CHECKSHEET FOR LIFE CAREER GAME

Key:	Complete and accurate	3
	Incomplete	2
	Inaccurate	1
	Not enough information to judge	0

I. Educational Planning

A. Courses and grades

B. Accepted for post high school training ___ yes ___ no

C. Scholarship awarded ___ yes ___ no
amount ___________

D. Reasons for decisions made and results

3 2 1 0

1. Aptitudes support plans
2. Interests support plans
3. Income necessary to plans
4. Values support plans

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* Available from School and Library Department, Western Publishing Co., 150 Parrish Drive, Wayne, New Jersey 07470.

II. Job Planning

A. Position secured or promotion achieved ____
  1. Occupational classification ____________
  2. Prestige of position:
     ____much ____some ____little
  3. Job security:
     ____much ____some ____little
  4. Salary ______________

B. Reasons for job placement plans

3 2 1 0

  1. Aptitudes support plans
  2. Interests support plans
  3. Education support plans
  4. Background and experience support plans
  5. Number of job openings

III. Family Life Planning

A. Family status
  1. Living with parents ____yes
  2. Married ____yes
  3. Parent with: ____0 ____1 ____2 ____3 or more children

B. Reasons for family life decisions

3 2 1 0

  1. Time needed for family help or housework matches up time used
  2. Interests match family status
  3. Values match family status

IV. Leisure Time Use

A. Major leisure time activities ranked in order of satisfaction (rank 1, 2, 3)
  1. Hobbies ____
  2. Fun with friends ____
  3. Relax at home ____

B. Reasons for leisure time decisions

3 2 1 0

  1. Family status supports use of leisure time
  2. Education and aptitudes support use of leisure time
  3. Interests support use of leisure time
  4. Values support use of leisure time

V. General Life Satisfaction

Average scores from the four life activities.

VI. General Planning Strategies

(use after several rounds)

A. Wise use of the profile-aptitudes, interests, values.

B. Balance of resources (time) used wisely in the four activitiy areas. (compare scores in 4 areas over 8 rounds).

C. Balance of short-term versus long-term life satisfactions. (average scores compared for each year against an overall average and an analysis of high and low score years).

Using anonymous student records or mock-ups, have students develop expectancy tables for predicting high school and post high school grades and vocational success. Use basic data tabulations and percentages.

Use a case study simulation

A CASE STUDY

Develop several mock-up case studies using this format:

I. Family

Male ____ Female ____ Age ____
Home is Rural ____ Urban ____ Suburban ____
Father's Occupation ______________ Age ____
Mother's Occupation ______________ Age ____
Number of brothers: Younger ____ Older ____
Number of sisters: Younger ____ Older ____

Write a few sentences summarizing each of the following:

II. General Background

A. General School Achievement

B. Aptitudes and disabilities (strengths and areas for growth)

C. Interests

D. Attitudes, Values

E. Personality

III. Work Experience

IV. Client's Statement of the Problem or Decision to be Made

V. Counselor's Diagnosis (You are the counselor)

VI. Counseling Treatment

A. Information gathering
   1. What alternatives has the client explored?
   2. What alternatives would the client explore further?
   3. How can the client do this?

B. Decision-making
   1. What is the general direction the client wants to go?
   2. What purposes must the long-term decision that he makes serve for him?
   3. What purposes must the immediate decision he makes serve him?
   4. What are the limits of the situation within which the client must operate? (education, finances, ability, family commitments, parental pressures, etc.)

C. Counselor recommendations

D. Plan of action accepted by the client

VII. Prognosis (prediction as to what will happen as a result of the above treatment)

VIII. Follow-Up (when and how will you evaluate the client's progress?)

Discuss situations where the "wise" choice might involve educational and career choices where the predicted difficulty is high.

Make up a ten-point scale for risk-taking and have students rate themselves, follow-up with a discussion of decision strategies used.

DECISION-MAKING STRATEGIES

	Desirability of Course of Action	Probability of Success
1. The "wish strategy": Involves choosing what you want most regardless of risk or cost.	High	Low
2. The "escape strategy": Involves choosing to avoid failure.	Low	Middle to High
3. The "safe strategy": Involves choosing the most probable success.	Middle	High
4. The "combination strategy": Involves choosing the most desirable and the most probable.	Middle to High	Middle to High

Discussion: What things do you need to know in order to apply each of these strategies? Think of examples of each one.

Ask students to describe the people who have influenced them the most. Discuss the nature of this influence.

Have students interview people at various life stages and in various life styles.

Ask students to interview adults such as teachers, parents, people in the community using a hypothetical career choice. Compare the different advice given based on the same information. Look at age, sex, occupation, and relationship to the advice seeker.

INTERVIEW WITH PEOPLE IMPORTANT TO YOU

1. When you decided to go into this particular career field, how did your parents react? Grandparents?
2. Did they react primarily to the choice you made or to the manner in which you made the choice? Why?
3. How did your friends react to your choice?
4. Did your career decision have any effect on the lives of your parents or friends? If so, describe that effect.
5. Did your decision change your relationship with your parents? friends? (frequency of contact, status).

6. Do you have the same (or the same type of) friends now as then? If not, describe the differences.
7. Did your decision affect your social life? If so, how?
8. If you are married, how did your career choice affect your spouse:
   a. home life easier or more difficult?
   b. able to go out more or less often?
   c. any effect on number or care of children?
   d. any effect on the kind or number of friends your spouse has?
   e. are you together more?
   f. able to vacation satisfactorily?
9. How have your co-workers reacted to changes in your job situation?

Have the students keep weekly logs of their leisure, school, work, and home activities. Discuss how one plans his time. Compare logs and individual goals and priorities.

Interview adults as to how their work contributes to their leisure time enjoyment.

Ask students to list leisure activities they would like and describe the personal, social, and economic conditions necessary to carry out the leisure activities.

Discuss the financial and skill requirements of various leisure time activities. List careers or characteristics of careers which would develop these requirements.

Objective 2: To coordinate decision-making in various life spheres and periods of time.

LIFE PLANNING LABORATORY

Purpose: To help participants clarify and identify their role in life, and to think constructively and realistically about the future. To help students in the process of influencing their own futures.

Structure: Students, in groups of 4 to 6, work through a series of structured activities which are completed in about six hours of time and in sessions spaced closely together. Two or three hour blocks of time are the most ideal. For a large advisor group, subgroupings will be necessary.

(Optional) Draw picture of self at age 10
Unstructured sharing

I. Life Line (20–30 minutes, time depends on group size)

Draw base line marked by 2-year segments, up to and beyond present age. Life line can be horizontal or a curve representing "ups and downs." Indicate significant events of past life — key or turning points. Project line and events into the future as you see it.

Share and explain the life line and significant experiences with others.

II. Self-Description (30–40 minutes)

Write 10 adjectives or descriptive phrases (on separate pieces of paper) which apply to or describe you as you are now. Arrange them in rank order (1 being most descriptive of you or most important).

Explain and discuss your self-description with your group. Give feedback to others as they share their items.

III. Eulogy and Epitaph (10 minutes)

Eulogy: Write your own eulogy and epitaph, as you would like to have appropriate when you die; perhaps the kind of thing you'd like to have read at a memorial service for you. Not where you are or what you are now, but where you'd like and hope to be and what you'd like and hope to be by that time.

Epitaph: Inscription for tombstone.

Share eulogy and epitaph with each other (20–30 minutes)

IV. Fantasy

Take a point 5 or ten years from now. Fantasize the "perfect week." What will you be doing, who will be with you, where will you be, what will you be like, etc.? (10 minutes)

Share the fantasies with the others.

(Optional) If this is where I want to be, what do I NEED to start doing now? What do I need to stop doing? These action components can be shared and discussed with partners so that they can give feedback and perhaps give you other things you hadn't thought of. (20 minutes)

V. Life Inventory (10 minutes)

Filling out forms answering the items in VI.

VI. Discussion of Life Inventory (60 minutes)

Items: Great or peak experiences I've had.
Things I do badly and/or would like to stop doing.
Things I do well.
Things I would like to learn to do well and/or experiences I would like to have.

VII. News Release (15 minutes)

May be feature article . . . but fairly brief (1 page) . . . news release on your life written by either a close friend, colleague or a professional reporter at some point fairly far down your life line. Write what you would like to have written about you and what you might also be able to accomplish . . . a statement you like to read . . . include your predominant life roles/accomplishments/ pleasures. . . .

VIII. Sharing of News Releases (45 minutes)

IX. Goal Setting (50 minutes)

Things I want to do starting right now.
Long-term goals.
How do I get started?

X. Evaluation and Closing

In teaching about interests and decision-making consider the following activities:

Have a committee develop their own interest inventory. Administer to the group and discuss.

Debate: Interests are more important than abilities in choosing electives or jobs.

Have students compare the nature of sections of newspapers or magazines they read.

Have students keep a personal diary of their activities for one week. Have them note likes and dislikes and discuss in small groups the relationship to tentative career choices.

Discuss the ways in which interests develop. Ask "Is there any value in doing things or taking subjects in which you are not interested?

The following activities have been found helpful in teaching an awareness of needs and values.

TWENTY THINGS YOU LOVE TO DO

Purpose

An important question to ask in the search for values is, "Am I really getting what I want out of life?" A person who simply settles for whatever comes his way, rather than pursuing his own goals, is probably not living a life based on his own freely chosen values. He usually ends up by feeling that his life is not very meaningful or satisfying. However, before we can go about building the good life, we must know what it is we value and want. This activity helps students examine their most prized and cherished activities.

Procedure

The teacher passes out paper and asks the students to write the numbers from 1 to 20 down the middle of the sheet. He then says, "And now will you please make a list of 20 things in life that you love to do."

To encourage the students to start filling out their lists, he might add, "They can be big things in life or little things." He may offer an example or two of his own. Or he might suggest, "You might think in terms of the seasons of the year for things you love to do."

The teacher also draws up his own list of twenty items, and as he reaches the end of his list he might tell his students that it is perfectly all right if they have more than 20 items, or fewer than 20 items on their lists.

When the lists are done, the teacher tells the students to use the right-hand side of their papers to code their lists in the following manner: (all or some of these may be used)

1. A dollar sign ($) is to be placed beside any item which costs more than $3 each time it is done. (The amount could vary, depending on the group.)
2. The letter A is to be placed beside those items the student really prefers to do alone; the letter P next to those activities he prefers to do with other people; and the letters A-P next to activities which he enjoys doing equally alone or with other people.
3. The letters PL are to be placed beside those items which require planning.
4. The coding N3 is to be placed next to those items which would not have been listed three years ago.
5. The numbers 1 through 5 are to be placed beside the five most important items. The best loved activity should be numbered 1, the second best 2 and so on.
6. The student is to indicate next to each activity when (day, date) it was last engaged in.

IMPORTANT NEEDS

Have the students rate their needs and then evaluate how their life style plans satisfy their needs

	I would rate Very Important to Very Unimportant	My projected life style should be Satisfying to Very Dissatisfying
1. Use of ability		
2. Achievement		
3. Variety of activities		
4. Advancement opportunities		
5. Authority		
6. Company policies & practices		
7. Travel		
8. Co-workers		
9. Creativity		
10. Independence		
11. Moral Values		
12. Recognition		
13. Responsibility		
14. Security		
15. Service to others		
16. Supervision-human relations		
17. Social prestige		
18. Supervision opportunities		
19. Working conditions		
20. Financial rewards		

IMMEDIATE VERSUS LONG-TERM REWARDS CHART

Directions: Select three occupations which are of interest to you. Write in the names of those three on the chart in spaces provided at the top. For each of the three occupations, indicate your evaluation of the occupations on the factors listed on the left by marking (+) for good and (−) for poor in the spaces. Factors 9 and 10 are additional factors which you consider very important. (This activity can also be done with school plans, leisure activities, and family life.)

	Entry	Five Years	Entry	Five Years	Entry	Five Years
1. Weekly earnings						
2. Working conditions						
3. Co-worker relations						
4. Independence						
5. Variety						
6. Chance to be creative						
7. Learning opportunity						
8. Status						
9. Other rewards						
10. Other rewards						

In teaching about developmental life stages and sequential decision-making consider the following activities and presentations.

Have students project their own life style for five to ten year periods. Consider potential change influences such as technology, social and economic trends, personal growth, aging, etc.

Discuss: There's only one best occupation for any one individual. Compare this with the notion of only one "right" marriage partner.

Present the concept of developmental tasks and life stages such as:

VOCATIONAL LIFE STAGES

1. **Identification with a work role.** (Age 5–10)
   Father, mother, other significant persons serve as "models." The concept of working becomes an essential part of your life.
2. **Becoming productive.** (Age 10–15)
   Learning to organize your time and energy to get a piece of work done (schoolwork, chores). Development of pride and independence.
3. **Acquiring identity as a worker.** (Age 15–25)
   Choosing and preparing for an occupation through education and training. Getting work experience as a basis for occupational choice and for economic independence.
4. **Becoming a mature person** (Age 25–40)
   Mastering the skills of your occupation. Moving up the ladder within your occupation. Achieving security and affiliation.
5. **Helping to maintain a productive society.** (Age 40–65)
   The individual sees himself as a responsible citizen in a productive society. He pays attention to the civic responsibility attached to his job. He is at the peak of his occupational career and has time and energy to add broader types of activity. He pays attention to introducing younger people into stages 3 and 4.
6. **Contemplating a productive and responsible life.** (Age 65+)
   This person is retired from his work or is in the process of withdrawing from the worker's role. He looks back over his work life with satisfaction, sees that he has made a social contribution, and is more or less pleased with it. While he may not have acheived all of his ambitions, he accepts his life and believes in himself and his identity as a productive person of dignity and worth. Pursues avocational interests.

Discuss: What elements could be added or rearranged? In what ways do these stages fit or not fit the people you know?

A DEVELOPMENTAL MODEL OF HUMAN RELATIONS

SEQUENTIAL LEVELS OF DEVELOPMENT	**BEHAVIORAL FIELDS (GROWTH AREAS)**			
	Communication	Self-Knowledge	Cultural Diversity	Problem Solving
PRIMARY LEVEL (usually elementary school age)	Focuses on specific here and now situations and nonverbal modalities.	Distinguishes self as an entity. Develops knowledge of interests.	Awareness of expectations of primary family group members. Developing knowledge of one's own community.	Developing of sharing behavior. The beginnings of striving for mutual goals.
INTERMEDIATE LEVEL (usually junior high school age)	Developing ability to relate to then and there situations. Emotions expressed but abstraction and personal intentions more difficult	Awareness and concern about abilities and values.	Knowledge of several specific cultural groups. Developing knowledge of life styles and value conflicts.	Exhibits a variety of cooperative behaviors. Sometimes searches for alternatives in problem-solving.

MATURITY LEVEL (usually high school age and beyond)	Communicates feelings and intentions verbally and nonverbally. Utilizes abstractions. Receptive to feedback and gives feedback to others.	Integrates ability, interests, and values. Expresses positive attitudes toward self and others.	Integrates influences of relevant cultural groups and the interrelated processes of ongoing social change.	Develops multiple solutions in problem solving. Exhibits. ability to communicate and negotiate proposals. Participates in broad social change.

The model can be applied to an individual, group, or organization and the development may be uneven across the levels.

Discuss:

1. How does one's personal decision-making influence one's development?
2. How does one's development influence one's personal decision-making?

Objective 3: To exhibit responsibility for the consequences of personal decisions and goal striving.

Have students develop criteria for evaluating their school work. Develop an evaluation for the class using student contributions.

Discuss: Once we have reached the age of ____, we are in control of our own lives or destinies.

Have the students analyze biographies they have read and their autobiography in terms of degree of independence versus dependence on outside influence for decisions and actions.

Have students make a locus of decision-making charts with a ten-point continuum from whooly self-determined to wholly determined by others or outside factors. Graph the decisions made and choices followed in the past, project future choices and actions.

Discuss: Not to decide is to decide.

Transfer of Skills Activities

Have each student write down the decisions he made yesterday. Consider the motivation, the information gathered, alternatives for himself, the probability that an alternative could achieve his goals, the cost (time, effort, or money) required for each alternative.

Have students prepare a weekly budget for the school year. Have them look at short range and longer range financial goals and plans.

Consider having students do either a field force analysis or a personal development contract.

FIELD FORCE ANALYSIS

Personal Goal Setting

I. Describe a goal or objective in a way it can be observed, measured or evaluated.
   A. Consider a goal in terms of short-range action in the next few days.
   B. Consider a longer range goal attainable through small increments or "successive approximations."

II. Diagram the field forces favoring your action plan to accomplish your goal. Consider:
   A. Personal interests, motivations
   B. Personal skills and abilities
   C. People support systems available
   D. Physical resources that can be brought to bear
   E. Other favorable factors

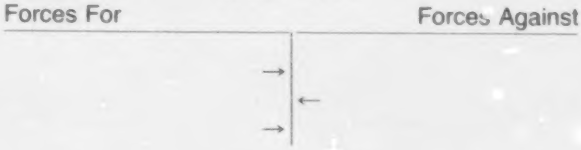
III. Diagram the field forces resisting your goal attainment.
   A. Personal areas for growth
   B. Reactions of resistance by the people affected
   C. Physical resources not readily available
   D. Other resistance factors

A Personal Goal

Short-Range Goal:

Long-Range Goal:

Field Forces



Share this goal and field force analysis with two to four other students. (20–30 minutes) Put your final goal statements and field force analysis on newsprint and post on the wall (20 minutes).

PERSONAL DEVELOPMENT CONTRACT

A personal development contract is a plan for helping you to make changes that you desire to make in yourself. These changes can be related to any area of your appearance, aptitudes, or personality that you would like to change and that seems possible (obviously you can't change your height or the color of your eyes, but you can change your weight or the length of your hair).

The contract can be effective if *you* decide what *you* would like to change and ask others to help you, check up on you, support you. Use the contract whenever you see a change that would help you to become closer to your "ideal self." Don't choose not to use it for fear of failure. Small gains are successes, not failures.

Write a career development contract by using the following steps:

I. Identify something about yourself that you would like to change.
  - Is it to *start* doing something?
  - Is it to *stop* doing something?
  - Is it to do something *more often*?
  - Is it to do something *less often*?

  State what it is you want to do. Consider a realistic short-term goal as well as a longer range goal.

II. How much do you want to make the change?
  - Will you be honest about your actions in regard to carrying out your plan?
  - Will you be responsible for what you do? (No shifting the responsibility to another person or situational circumstance.)
  - Do you *really want* to make the change.

  Briefly describe what the rewards will be for you as you make the change.

III. Identify *specific actions* you could take to bring about the desired change.

IV. Identify the resources you might use in helping you to make the change (people, objects, experiences).

V. Write a career development contract that you intend to carry out. Be specific about what you hope to accomplish; the actions, time, people involved; and how you will know when you have completed your contract.

VI. Name the person or group of persons in this group or elsewhere who will help, encourage and support you.

VII. Follow up — keep a record of the results of your plan and describe the results after one week; modify, if necessary, and continue.

Special Problems

As mentioned previously, the suggested activities in the decision-making area vary in terms of potential risks and sources of embarrassment. Building a supportive climate with less threatening activities and always providing some participation options is essential. A closely related issue of privacy occurs for several of the personal value and goal disclosure activities. An honest explanation of the purposes and uses of the information shared in such activities also is helpful. Many people feel our interpersonal communication is becoming more open and self-disclosing, which if true, may mean that the privacy issue in this context is more one of honesty and of less concern to students than to teachers and counselors.

Problems of motivation and transfer of learning can occur if the focus of most of the learning activities is on decisions for the future. While future career related decisions should be included in several context, there must be some focus on current life situations and decisions past, present, and in the near future.

A relative scarcity of quality teaching materials is also pronounced in the area of personal decision-making. One good set of materials has been developed by Gelatt, Varenhorst, and Carey (1972).

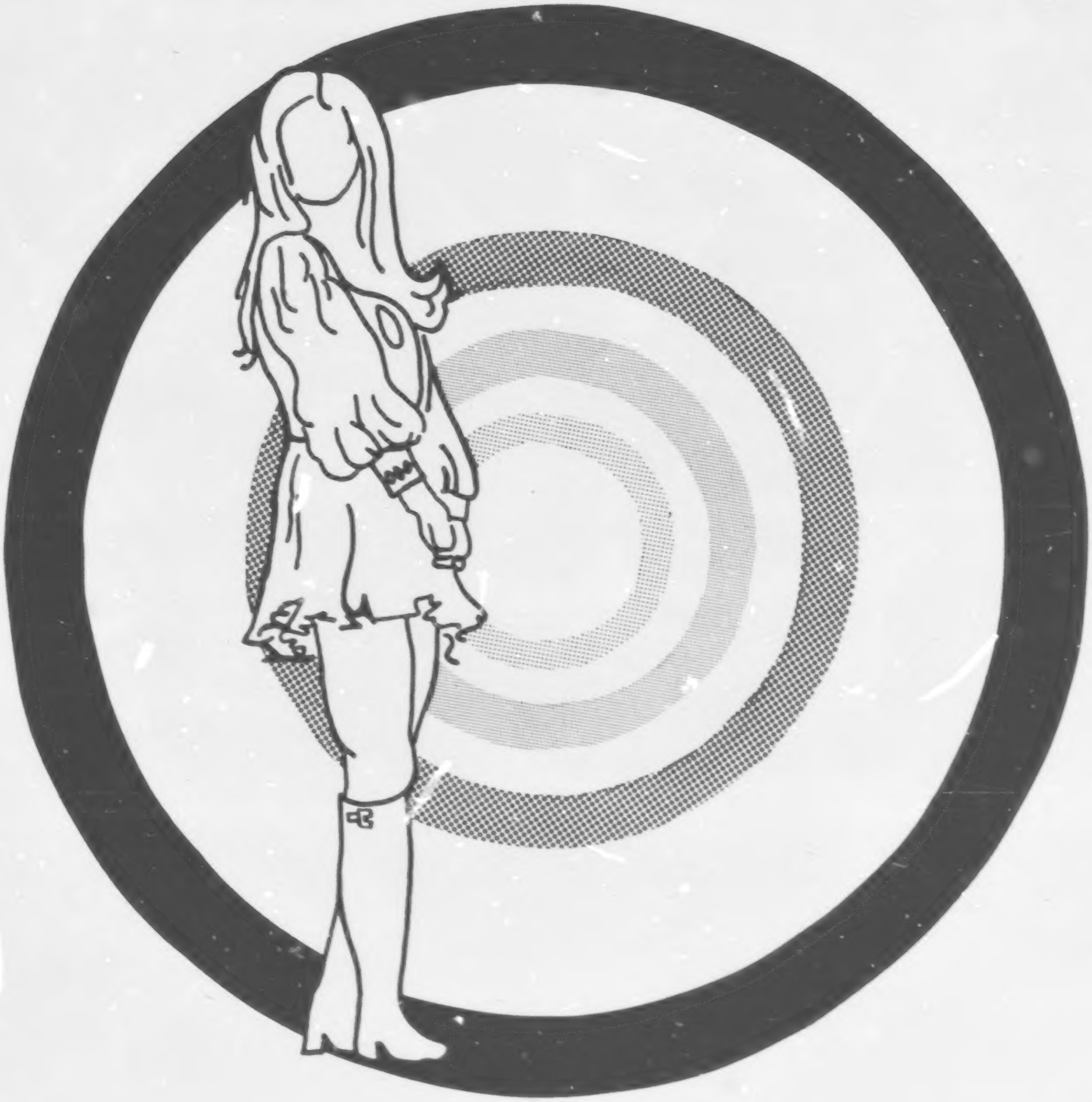
Evaluation Activities

The preassessment surveys, interviews, and self-appraisals might be repeated to measure growth.

REFERENCE

Gelatt, H. B., Barbara Varenhorst, and Richard Carey. *Deciding: A Leader's Guide*. Princeton, New Jersey: College Entrance Examination Board, 1972.

SELF AWARENESS AND PERSONAL GROWTH



Chapter 9

SELF-AWARENESS AND PERSONAL GROWTH

- **I. Initiating Activities**
  - A. Sentence Completion
  - B. Inventory of the Self-Concept
- **II. Leader's Role**
  - A. Initial Strategies
  - B. Warning Signs
- **III. Suggested Learning Activities**
  - A. Instructional Objectives
  - B. Introductory Activities
    - 1. I Am . . .?
  - C. Developmental Activities
    - 1. Relationships Studies
    - 2. Strength Census
    - 3. Indirect Feedback
    - 4. Feelings
    - 5. Journal
    - 6. Exercise Learning Climate
    - 7. Feeling Monitoring
  - D. Transfer of Skills Activities
  - E. Special Problems
  - F. Evaluation Activities
    - 1. Individual Student Outcome Goals
    - 2. Suggested Evaluation Format and Examples of Record Cards
    - 3. Evaluation Matrix
    - 4. Counseling Treatments — Interventions
- **IV. Reference**

Chapter 9

SELF-AWARENESS AND PERSONAL GROWTH

A Counseling Group Example

Self-awareness and personal growth can be very abstract and elusive qualities, yet there are behavioral descriptions that can help us measure the effectiveness of our teaching and counseling. Self-description of personal motivations, intentions, and reactions and the congruence of our verbal behavior and other behaviors is one indicator of self-awareness. Self-description of one's effect on others and observable efforts to maintain one's personality pattern is a consistancy element in self-awareness.

Exhibiting a personal experimenting with one's behavior when this behavior appears limiting or self-defeating is a change component in self-awareness and personal growth. Much of self-awareness counseling and teaching focuses on expanding the way we think about ourselves and our world. Realistically sorting out what events and consequences are accountable to us and our behavior and what events are not in our personal sphere of responsibility is part of self-awareness and a necessary step in personal growth. Enlarging in our thinking the number and variety of options available to us in our dialy life and personal decision-making is also a part of self-awareness and personal growth.

Self-awareness is a topic that we cannot help but affect either positively or negatively in our teaching. If schools are to consistently affect positive changes in self-awareness and personal growth in planful ways, it will be through the mainstream curriculum and teacher-student interaction. Group counseling can be one way of personalizing and individualizing the teaching of self-awareness. Group counseling can be a way for teachers and counselors to learn more about themselves in terms of their teaching — which can hopefully be applied to the mainstream of education. Many, if not all, of the activities suggested in this unit might be the kind of experiences to provide for all students (and for all teachers).

The reader is referred to Chapter 4 for detailed descriptions of initiating and orienting considerations. An individual or small group selection-orientation interview is a necessity in order to start to influence group norms commitment and personal goal setting. Personal goal setting is the core of small group counseling. Each group member is encouraged to share one's feelings and intentions, and to help each other look at oneself in the miniature society of the small group. The range and nature of personal growth goal possibilities can be extremely rich and rewarding. For example, goals and action programs in self-awareness groups might include such things as personal appearance and grooming, assertiveness, dating, grieving for a death in the family, educational-vocational choice, family and social life choices, modes of interpersonal communication, leadership skills, study skills, etc.

The variety , richness and success of group counseling depends on the variety of personal qualities, needs, hopes, and talents of the group members. Variety as the spice of group counseling is also the force that disintegrates the group unless some common goals and ground rules in interaction are adhered to.

Surveys and questionnaires that can be administered to large groups of students and used as screening, orientation, and assessment devices, include for older students, the FIRO-B, The Group Counseling Survey (appendix D), and the HIM-B. For junior high students the Students Survey (appendix E) and the HIM-A. Other surveys which will force self-awareness and personal goals might be used as preassessment activities and also as discussion data for developmental activities include The Goals for Personal Development (appendix F), the Sentence Completion, and The Inventory of the Self-Concept.

INITIATING ACTIVITIES

SENTENCE COMPLETION

Fill in the blank at the end of the sentence with the first thought that enters your mind.

1. I don't like people who ____________________
2. In school I wish ____________________
3. No one in this school ____________________
4. It is hard to like another person who ____________________
5. The thing that bothers me most is ____________________
6. I believe I have the ability to ____________________
7. In school it is hard to trust ____________________
8. What I like least in myself is ____________________
9. What I want most is ____________________
10. When I am with others that I don't know well, I ____________________
11. In a group, when I have something to say ____________________

INVENTORY OF THE SELF-CONCEPT

The following characteristics have been found to be useful by many persons in describing themselves. Each characteristic is represented graphically by a scale. *Please indicate the location where you picture yourself by an X.* Do not restrict yourself to a particular range on the scale; feel free to place your responses anywhere on the scale. Please feel free to make any comments you like on the margins. The scale runs continuously from one labeled extreme to the other with the varying degrees being indicated by spaces. *Place your marks in the middle of the spaces, not on the boundaries.*

1.	Sensitive to others	Insensitive to others
2.	Self-confident	Lack self-confidence
3.	Critical of others	Tolerant of others
4.	Comfortable with others	Awkward with others
5.	Reserved	Talkative
6.	Value myself high	Value myself low
7.	Participant	Nonparticipant
8.	Nonaggressive	Aggressive
9.	Honest	Dishonest
10.	Active	Passive
11.	Likeable	Not likeable

LEADER'S ROLE

Leading counseling groups require a high level of skill in several areas including interpersonal communication, small group cohesion and trust, personal goal setting, and action plans. A self-assessment by teachers and counselors as to their status as counseling group leaders might include the following questions:

1. Have I participated in self-awareness — personal growth experiences myself in individual or small group setting (i.e., counseling)?
2. Am I familiar with relationship communication

which is sometimes called feedback or constructive relationship confrontation?

3. Have I participated in some form of communication training such as TET? (Teacher Effectiveness Training)?
4. Am I familiar with applied group dynamics through personal reading, workshops, or courses?
5. Have I led small group discussions or chaired committees?
6. Have I observed small groups in action to examine the interaction processes?
7. Have I helped others rearrange situations in their lives which helped their personal growth such as personal decisions or social skills?
8. Am I willing to commit myself to norms of openness, regard, and genuineness almost unconditionally for at least five 1 hour sessions?

If you can answer yes to seven or eight of the questions you are ready to plunge into self-awareness — personal growth groups! If you lack some of the experiences or knowledge listed, try to co-lead or team with someone who can supplement your resources. (Co-leading is a good personal growth experience no matter what one's background is.)

Many group leaders establish an "umbrella goal" for the group, which covers the general range of personal goals that the group might deal with. For example, some groups might focus on such umbrella goals as one of the following: interpersonal communication, career or life style decision-making, study skills, shyness, personal grooming, or weight control. Some group leaders prefer to leave the options very open, but probably all of us have some range of interest, preference, and competence as does the group. An important consideration in viewing group process is to view any group as a collection of individuals and not as a collective personality.

No matter what the umbrella goals are, the communication processes and the group's climate are important means to an end. Anyone who has been a client or student in a personal growth or crises counseling situation can appreciate the high levels of trust, empathy, regard, and genuineness required. The climate conditions need to be developed for beyond the typical classroom climate. The leader also needs to deal with all five of the task steps (see chapter 3) from negotiation of goals to evaluation of the action plan. All five steps are critical and each person in a counseling group will ideally experience in a unique fashion all five task steps for a personal goal. The person who is currently asking or receiving help on this personal growth process is usually called the topic person. The leader will try to help all of the group members through the five task steps; however, this may take many sessions. Experienced group leaders start with self-disclosure and climate building activities while always looking for the most likely topic person to use as a model for the other members. Successful experiences of one or two group members in defining a goal and carrying out a plan of good achievement (action plan) can stimulate more rapid progress for other members. Finding a topic person who is reasonably straight forward and willing to make a commitment to a definable, realistic goal is part of the art of leading counseling groups. If other group members can help a topic person with the action plan either in or out of the group sessions, additonal benefits acrue.

All personal growth learnings will need to be transfered to life outside of the group sessions. The group is only a temporary miniature social unit with the express purpose of social learning. The group is not a permanent friendship or psychological support group; it is not a long term substitute for friends, family, classmates, or school and classroom activities. It is helpful to the building of a climate of helpfulness and relationship communication to have several personal goals or, at least components of these goals, pertain to the "here and now" group experiences. For example, if a student is having difficulty communicating with a parent, the student's communication behavior within the group might be data for helping increase awareness and understanding. The group might be a laboratory for practicing needed communication skills.

Attention to transfering gains to life outside the group sessions is often slighted; yet there are many possibilities to increase the probablility of permanent changes. Practice and assignments between group sessions are ways of transfering learning as well as inviting in other people and meeting in different settings i.e., the classroom, the home, the job, the community, and recreational settings. Part of a student's plan might be to re-engineer his environment, i.e., change school subjects, school activities, friends, homes, jobs, hobbies, leisure pursuits, personal habit patterns, doctors, etc. Changes within the student accompanied by changes within the environment can often have an additive effect beyond any changes in either factor alone.

A basic issue in leading counseling groups is whether the leader should also be a participant member. While this does not have to be an either/or situation in all phases of a group's development, the position here is that the leader can model not only norms of a helpful group, but one can also do some modeling of a personal goal and its attainment through the five task steps; however, it must be carefully done and only rarely in school groups would an adult leader be a full-fledged topic person. How much can be done with leader-group member roles depends on (1) whether there is an adult co-leader who can process group activities while the co-leader is "on stage" as topic person, (2) the skill of the group members as counselors to others, and (3) developmental phase the group is in. A fourth factor is the personal security and confidence of the leader in oneself and the group.

The writer has often used a personal goal in the area of leading groups such as greater expression of positive feelings. Sincerity and realism are important as well as some group experience when modeling a personal goal.

In the initial phases of a group i.e., the first 4–5 hours, the group leader is very busy building the norms of helpfulness, communication and trust as well as trying to get two or three individuals started on the goal-action steps. Because of the complexity of the processes involved and the number of interpersonal interactions to be noted and processed by periodic group examination, it is suggested that the number be limited to six or seven. Co-leaders may be able to handle 8 or 10, but the amount of individual air time will suffer unless the group meets for many sessions. With a group of 6 or 7 junior or senior high students it will probably require 8 to 10 hour sessions before some payoff in terms of group climate and personal goal attainment will be evidenced.

Some initial group meeting strategies might incluc

INITIAL STRATEGIES

1. Use carrousel technique to get people talking.
2. Always model the behavior before asking a group member for his behavior.
3. When using the carrousel technique, choose as your first member-speaker the person in the group who you think is most likely to give you what you want. Work so that resistant members of the group are late but not last on the carrousel.
4. Be ready to jump ahead on the schedule if a group member seems to have moved beyond the point at which you see the group. Point out to the group that the member is ahead of the rest of the group (to reward him, use him as a model), but reassure the group that they do not have to move as fast as the fastest member.
5. Make a persuasive attempt with resistant members as soon as you sense their resistance. Have as little to do with them afterwards as you can until they have begun to behave as you want them to behave. Reinforce them for their better behavior as soon as you sense a change.
6. Reinforce group members for attending to other group members rather than the leader.
7. Redirect member statements made to you as the leader. Turn away from the person and ask another group member to reply. Choose a group member for the reply who will respond directly to the first member-speaker. If the reply is not made to the first speaker, redirect it to the first speaker.
8. Use eye-contact, posture, and other non-verbal signs to direct the discussion. Don't rely on repeated verbal direction.
9. Try to make use of questions or member statements to structure the next part of the session. Elicit statements of need out of the questions and then provide for expressed needs in your structuring.
10. You know the general structure of the group sessions, i.e., climate-task steps. Refer ahead without being specific. If someone seems to be ready to carry out an action plan, but you feel the group is unready, refer ahead to the action plan stage and return to your present stage.
11. Try to blur your leader role. Don't set yourself up as decider or as eliciter of opinion, or as structurer or as attender to feelings, etc. You are a group member when modeling member behaviors.
12. Try to shape the group (restate harsh member statements, call attention to indications of group warmth) for warmth and openness (disclosure).
13. Selective responding: "It's when you talked about your feeling for Mike that I felt the warmest toward you."
14. Tracking: "You mean you felt best when he felt best?" I've seen you share some feelings with Ken in this group. I can see that what he said had an effect on you.

Another core issue in leading counseling groups is how much emphasis to place on the here and now processes of the group as a miniature social group or laboratory for learning about self and interpersonal relating as opposed to then and there content. Here and now processes as the agenda include openly expressing and analyzing one's feelings and reactions to what is currently happening or what has recently happened in group sessions; then and there agendas for counseling groups might include personal histories, current life experiences unassociated with the group setting, topics of psychology, education, and life style. Realistically a combination of topics from both agenda areas will be needed. Over reliance on psychology topics,

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intellectual exercises in general, gripe sessions, or "Dear Abby" advice giving will indicate a retarded group development if evidenced after four or five sessions.

Some strategies for shaping the group for a more here and now personal relationship agenda is as follows:

WARNING SIGNS

1. Topic-oriented conversation — centered on school-shared opinions and experiences: "I have Miss Whatly, too. God, she was terrible. You couldn't do anything in class."
2. Premature self-referral: "The same thing happened to me." You have the feeling that the person who introduced the topic has had the conversation taken away before he said what he wanted to or before anything personal or meaningful was made of what he said.
3. Shallow advice giving: "You should just stand up to him. That's what I would do if I were you."

Standard Remedies

I. Implicit and Explicit Norming
II. Modeling
III. Selective Reinforcement
IV. Tracking

Example Remedies

1. Implicit norming: "Let's go back to what John said. He said he was in a bad situation, but I don't know what kind of bad it was. What were you feeling when the principal called you into his office, John?"

2. Explicit norming: "Dave, where you broke in on John to tell what had happened to you in the same situation, John didn't have a chance to tell us what he was feeling when he was called to the principal's office. Can you find out what he was feeling? You can just ask him."

3. Redirection and restatement: "Shelia, can you say that again to Joyce in terms of how you feel when she jumps in too quickly."

4. Overt demand for confrontation — best modeled by the leader until he gets a success: "Patty, when talking about being so loving to people in general, I can't feel it myself. You aren't really talking to me. I feel cut out of what you are really saying. Could you tell me how you would approach me?"

5. Tracking: "What John has said has added to Dave's idea and both seem to have heard Patty."

6. Modeling: "I was upset when we moved away from Don's concerns." or "Mary, you made me feel very close to you when you talked about your joy at discovering Jim's friendship."

7. Reinforcement: "That was hard for you to say, but I feel I know you so much better now." or "When you describe it in that way I feel part of it with you. I feel happy too."

SUGGESTED LEARNING ACTIVITIES

Instructional Objectives — Self Awareness

Goal: To develop self-awareness and positive self-esteem.

Objectives:

1. To indicate identification of ones own intentions, feelings, and ideas by the appropriate use of "I think and "I feel" statements.
2. To identify the interpersonal consequences of one's behavior.
3. To identify ways of altering one's impact on others.
4. To identify personal areas of success and areas of strength.
5. To describe in a positive way one's success needs and actively copes with fears of failure.
6. To rank order one's values in relationship to his tentative career plans and life style.
7. To describe one's career and life style aspirations, alternative courses of action, and the field forces affecting goal attainment.
8. The student accurately attributes to himself the elements of his life status for which he is personally responsible.
9. To maintain a personal integrity in the face of different and sometimes conflicting expectations of others.

Introductory Activities

Have students make a Self-Image Collage or a personal life line (page 149).

Have the counselor or teacher-advisor review the student's open personnel file with him. This may be a part of an orientation interview.

Administer and discuss one or more of the self-assessment instruments such as the Field Force Analysis (p. 158), Sentence Completion, Goals for Personal Development (appendix F), or Inventory of the Self-Concept.

Discuss personality development in terms of openness and self-awareness, using the Johari Window (p. 130).

Have students write a Personal Development Contract (p. 159). Have students use the Round Robin Helper-Helpee Exercise (p. 84) to formulate a personal goal statement.

For junior high groups:

Play "animal game." If I could be any animal in the jungle I would be ________________ because. . . . Make a second round explaining the answers they give to this question: I am most like what animal in the jungle because. . . . Discuss the level of aspiration and perception of reality by group members.

Use the I Am . . . Activity.

I AM . . . ?

Objectives: The purpose of this activity is to look more closely at individuals in the group.

Time: approximately 20 minutes.

Description of Task: Four questions come up when new members of a group meet:

Who are we?
Why are we here?
What shall we do?
How will we function?

Take the question "Who am I?" Have each member write down privately a single phrase that describes who he is. After about 30 seconds, pause and ask each member to write down another phrase that describes who he is. After another 30 seconds, do this again until each member has written about five or six phrases which tell "Who Am I?"

Then ask the group members to analyze publicly what they have written.

1. How many wrote down their name first?
2. How many wrote down their position or grade?
3. How many wrote down their sex?
4. How many wrote down nationality?
5. How many wrote down race or religion?
6. How many wrote down political affiliation?

If true to form by the time you get to number four, you often get at the more private interpersonal information. The longer you work at this, the more you get into areas of deeper significance to you. The first things written down tend to be the things most people already know — name, grade, home location.

The activity illustrates the idea that many people see themselves in many ways and each individual brings many things to a group:

1. Our values and beliefs
2. Our attitudes about self
3. Attitudes toward others
4. Attitude toward the world
5. Loyalties, affiliations, identifications
6. Repertoire of behavior skills
7. How we communicate. How we send, receive, interpret
8. Our expectations and hopes

Evaluation: For 10 minutes, in group discussion, ask the students what they learned and how they felt. How do they react to this method of getting to know someone. Did the exercise help to get to know people in a more meaningful way?

The beginning group counselor will want to consider using several self-disclosure and cohesion building activities in the early sessions, while also modeling and reinforcing certain norms and encouraging topic members for individual goal development. "Warm up" activities at the beginning of group sessions are particularly desirable in the early sessions.

Developmental Activities

The following activities are suggested only as options as climate or task needs arise. Too much leader responsibility for structuring activities defeats the purpose of shared leadership and individual goal setting as core parts of counseling groups.

Individual freedom and responsibility needs to be periodically emphasized in highly cohesive groups. Conformity pressures can stifle individuality and feelings of personal autonomy. Learning activities might include:

Discuss: "I do my thing, and you do your thing. I am not in this world to live up to your expectations and you are not in this world to live up to mine. You are you and I am I, and if by chance we find each other, it's beautiful. If not, it can't be helped." — *Fritz Perls*

Discuss the nature of conformity; consider the potential positive and negative effects of conformity and non-conformity to group norms.

Have students complete the Pattern Search Strategy which focuses on developing awareness of habits and compulsions. Simon, Howe, and Kirschenbaum, 1972, *Values Clarification*, pp. 214–218.

Point out examples of the power of group norms over member behavior within the group sessions.

Value clarification exercises can be useful in several ways including stimulating self-disclosure, trust, and personal goal setting. Activities might include:

Have students in pairs engage in "Sensitivity Modules", which are brief experiences in participation in actual or simulated risk and value laden situations, i.e. sit in the waiting room of a maternity or emergency ward of a city hospital. (Simon et.al. Values Clarification, pp. 268-275.

Try a "peak" experience exercise in which group members are asked to share any high positive experience one has had in one's life. Consider at different age levels.

Administer and discuss the Survey of Personal Values. (Survey of Personal Values, SRA, 259 Erie Street, Chicago, Illinois 60611).

Have the group members tell about a life experience when they almost died — an "edge of death" experience. Ask "What the world would have missed if you had died?" The group leader may wish to start as a model. Every contribution must be positive and the climate must not include any ridiculing behavior.

Have the group members write an "I urge telegram" to anyone in or out of the group or to oneself. This activity can border on "put downs" and must be done only in a positive climate. The telegram can be addressed and it should be signed.

Some explicit teaching of interpersonal communication and feedback may be not only helpful but in some cases necessary to the success of group counseling. Learning activities might include the three phase communication exercises on pages 125-127.

Closely related to feedback are various self-esteem and goal setting activities. Consider the following learning activities related to goal setting:

Have students write an achievement plan for their "aim in life." Then ask them to share their plans in trios and consider the following questions:

1. How can you tell how much you want the goal?
2. How realistic is it?
3. Is the action appropriate to the goal?
4. How much is success due to personal responsibility, fate, chance, or other people?

Have students develop an occupational fantasy. Encourage imagination and creativity to bring out goals, values, and life style considerations that may not be in the student's awareness.

Three essential aspects of goal setting are: risk-taking behavior, use of immediate concrete feedback to modify goals, and acceptance of personal responsibility for the attainment of success. The following activities can be used to facilitate the goal setting process.

RELATIONSHIP STUDIES

1. Describe your partner's behavior in this group.
2. For contrast select that person you feel is most globally different from your partner and describe him.
3. Describe your behavior in your group.
4. Consider goals for personal growth.

STRENGTH CENSUS

Objectives: The purpose of this activity is to help students identify strengths they think they have and to help them identify strengths other people think they have.

Time: approximately 25 minutes.

Description of Task: One person begins by telling the group in 2 to 3 minutes what his three most outstanding strengths are. Then have each member share this information about himself. Group members then voluntarily identify strengths in others present that they did not mention as they reported about themselves. An easier version would be to report on three activities they carried out successfully in the last week.

Variations of this procedure could be, instead of describing the three most outstanding strengths, the group members might focus on a specific area such as physical strengths, knowledge strengths, talents, skills, etc., which could be useful in later sessions.

Evaluation: For 10 minutes in group discussion, the students should talk about what they learned and how they felt. Did this exercise help the students to know and trust people in a more meaningful way.

INDIRECT FEEDBACK

The indirect feedback exercise allows group members to give and receive feedback in a way that avoids direct confrontation. Each student writes a list of ten words or phrases to describe himself. He does not sign his name or in any way indicate which paper is his. The group leader numbers the papers and returns them to the group. Each person in the group tries to determine which description fits which group member and why. When all group members have written down the number of each paper and who he thinks it belongs to, group members share their guesses. As the group discusses each list and gives opinions about who wrote it, all group members will get feedback as to how others perceive them. It is unnecessary for anyone to reveal which paper is really his. The value of the activity comes from the group's perception of which list describes which person.

These questions may be used for discussion after the feedback activity or for the bases of a journal writing assignment.

1. How accurately did people see you?
2. Were you surprised by any of the perceptions others had of you?
3. Which perceptions did you like? Dislike?
4. What did you learn?

FEELINGS

Your task is to look for any sign of feeling in the group — particularly, those feelings which are not being talked about in the group. Since people are not likely to talk about their feelings, you may have to make guesses based on:

tone of voice
facial expression
gestures

Jot down below any signs of feelings you observe (anger or irritation, frustration, warmth, boredom, defensiveness, competitiveness).

Person	Estimated Feeling	Behavior Which Indicated This Feeling

Journal

The journal is for you — to help you reconstruct, think, and feel about your experiences in the group. Processing or working through your perceptions and feelings are how you can get the most from your experiences and the experiences of others.

How you write or develop your journal is also up to you. You might want to put "what happened" on the left side of the pages with room for your feelings/reactions in liberal right-hand margins. Or you might want to focus on the following questions: In this session what did I learn about myself? What about myself did I share with others? What did I learn about the group's interaction? What did I learn about other individuals in the group?

Each session, write a paragraph or two reporting on your experiences related to this group. The questions below suggest the kinds of things you may want to write about, but do not feel that you must limit your report to these questions if there is something else you would prefer to write about. You can probably write on one or two questions, and you can choose the ones that seem to relate to things that happened that day. Briefly describe the situation and reasons for your feelings.

1. How did your feelings about any person change as a result of this session's activities? Why?
2. How similar is your impression of yourself to the impression others have of you? Explain.
3. Were you surprised by any of the things people said about you? Explain.
4. What were some things you wanted to say today and did not say?
5. What did you do today which made you feel proud? Why?
6. What problems did you encounter?
7. What happened that made you feel uncomfortable or unhappy?

8. What criticism did you receive and how did you respond to them?
9. What compliments were you given and what did they mean to you?
10. What did you do that seemed to be effective or ineffective in your relationship with others?
11. What did you do in your work that was enjoyable or satisfying?
12. What new task did you learn to perform?

(This exercise taken in part from *Pilot Training Project for Teachers of Distribution and Marketing*, University of Minnesota, Summer 1967.)

EXERCISE LEARNING CLIMATE

Learning about self, others, and groups is facilitated when a climate is created in which members feel free to be themselves. This means that members are most valuable when they are able to be themselves; they can give most when they are most themselves, and they can give least when they are boxed in a role.

The extent to which people seem free to be themselves appears to be highly correlated with the trust level existing in a group. When the trust level is low, people tend to be defensive, to adopt manipulative strategies, and to withhold information about themselves. When the trust level is high, defensiveness is reduced, information flow is increased, and manipulative strategies tend to disappear.

Creating a high trust level seems to be facilitated when there is an increase of awareness, self acceptance, acceptance of others, and of problem-centering.

The purpose of this exercise is to examine some of the dimensions mentioned above to determine their effect on the group you are in.

Procedure:

1. Read the definitions given;
2. Complete the rankings called for;
3. When everyone has finished, compare rankings;
4. As a group, place one person in each of the dimensions listed;
5. Discuss and record what might be done to increase the trust level in the group.

Definitions: A person may be said to be:

1. **Aware,** when outward behavior reflects inner feelings and thoughts; when there is an explicit recognition of how one's feelings are influencing behavior; when he recognizes and responds to feelings being experienced. Awareness may be marked by statements such as, "I feel somewhat at a loss," instead of, "We need a goal," or "I don't know what to do if we don't have a topic," instead of "We're just floundering without something we can get our teeth into," or "I'm not sure I want to say how I feel about you," instead of "I don't think we ought to get personal."
2. **Self accepting,** when he is able to accept his own feelings without denying them or giving rationalizations for them, or apologizing for them. Self-acceptance may be evidenced by statements such as, "I'm bored with what you are saying," instead of "This is a boring topic;" or "I'm angry at myself for being ineffective," instead of "This group is not getting anywhere."
3. **Accepting of others,** when he is able to receive the feelings and thoughts of others without trying to change them; when he is able to let others be themselves even though their mode of being is different than his. May be evidenced by listening to try to understand; listening without trying to refute; not trying to argue down; asking questions to insure understanding of what the other is experiencing; or not sitting in judgment on the other.
4. **Supportive,** when he seeks ways to help others reach goals that are important to them; when he tries to understand what others want to do although he may not agree with their conclusions; or when he encourages others to try behavior which may be new to them. May be seen in statements such as, "Could you tell me how I might help you reach your objective," or "I am not sure I agree with what you are proposing, but I support your effort to get something going," or "Let me see if I understand what you want us to do."
5. **Risk taking,** when he goes beyond the known; when he experiments with new behavior; when he wants to accomplish something or to support someone else more than he wants to play it safe or keep his cool; when he is willing to risk being angry, anxious, caring, striving, or retreating, even though these may make him appear foolish or arouse anxiety on his part, or make him appear inept or unintelligent. May take the form of asking for feedback on behavior, when this has not been done before, or supporting someone when it is not clear what the consequences of supporting will be, or giving feedback to others on the feelings their behavior has evoked.
6. **Problem-centering,** when he focuses on problems facing a group rather than on control or method; when he tries to learn by solving problems rather than by getting someone else's solutions. May be seen in efforts made to try to find out what is blocking a group, or in efforts to try to

increase personal effectiveness, or in efforts to go beyond symptoms. Problem-centering rests on the assumption that more work gets done when individuals and groups learn how to solve problems, than by maintaining a certain control pattern, a certain methodological pattern, a certain leadership pattern, or a certain feedback pattern.

7. **Leveling,** when he is able to be free and open about his feelings and thoughts; when his behavior outwardly is congruent with what he is experiencing inwardly.

Second Step

In the spaces provided below put in the names of one or two persons who most display in the group the kind of behavior described in the definitions.

	Your Nomination	Group Nomination
1. Awareness	________	________
2. Self-Acceptance	________	________
3. Acceptance of others	________	________
4. Supportive	________	________
5. Risk taking	________	________
6. Problem-centering	________	________
7. Leveling	________	________

Third Step

After everyone has finished with their individual nominations, announce these and share the data on which the nominations were based. Then, as a group, place one name in each of the spaces provided. Try to reach a consensus in the group nomination, that is, try not to reach agreement by majority vote. Discuss the behavior until there is some agreement.

Fourth Step

Discuss and record below what can be done to increase the trust level in the group. Please turn in the completed exercises as you leave.

FEELING MONITORING

Keep a record of the number of times you have a certain thought or feeling during the day. The list might be graphed on paper and a golf score counter may be used to keep the daily count. After several days of monitoring personally selected reactions or feelings, it may be possible to associate these feelings with specific types of activities.

(This activity was developed by Anne Duncan and Wells Hively at the Psycho-Educational Clinic, University of Minnesota.)

Transfer of Skills Activities

The probabilities of a counseling group member showing greater self-awareness and personal growth outside of the actual group sessions and to have such changes continue after the termination of the group sessions are greatly enhanced by deliberate efforts to generalize, apply, and transfer the new ideas and skills. Homework assignments, such as keeping a journal or monitoring feelings, are helpful. Many personal goals and action plans will involve practice outside of the group. For example, a shy group member might practice initiating conversations with people in one's natural social environment. A collection of learning activities for increasing expression of positive and negative feelings and intentions has been described as assertiveness training. Skills, such as role playing, group process observation, decision-making, helper and helpee role behaviors, and relaxation techniques, might be over-learned in the group sessions and then applied in a variety of situations outside of the group to maximize generalization and positive transfer. Behavioral changes by the student that are reinforcing to him in his natural environment and also act positively on his life situation are the only outcomes of group counseling that are likely to continue.

Special Problems

One common difficulty in doing small group counseling is to find student meeting time and incentives for meeting. If the school has unstructured student time, there still remains the problem of providing enough rewards or incentives to the student to give up his study or leisure school time for counseling sessions. After the counseling group has met for four or five sessions, most members will hopefully find enough rewards to continue; however, this is not often true for the initial sessions. The problems of time and priorities for group counseling may be helped by breaking down some of the traditional professional specializations, which result in counselors giving away some of their counseling skills, and teachers giving away some of their curriculum and related student contact time. Formal recognition of student accomplishments in counseling groups needs to be equal to that of academic and cocurricular accomplishments. The more we can put personalized teaching and developmental guidance and counseling into the mainstream of education the less time and incentives problems we will have.

The dangers of group pressures for conformity and the stifling of individuality have already been mentioned. Mutual influence and group norms are inherent to social life, and we strongly recommend that certain group norms of interaction, such as helpfulness and genuineness, be promoted in the group; however, this promotion needs to be in a kind and sensitive manner with recognition of individuality. For example, group members can exert pressure on an individual to stop putting people down, or to be more honest or just to talk more in the group. The group pressure can be exerted in very cruel and insensitive ways, which the leader must be alert to. The leader must model alternative ways of influencing as well as protecting individuals when necessary.

One challenge to a novice group leader is to have the patience to gradually shape the necessary group norms and stimulate personal goals while not expecting miracles. All groups go through stages of insecurity, rivalry, and distrust. All individuals will resist examining their own ideas and behaviors much less changing in any way. Shallow intellectualizing and advice giving, and insensitive interpersonal behaviors have been a large part of every group the writer has been in. The rewards of group work are to see growth in these areas. A capsule phrase might be to "dream big" in terms of seeing the range of potentials in groups, but to "think small" in terms of concrete expectations and self-rewards.

Subgroups or cliques are particular hazards in counseling groups. While some activities might be done in pairs, trios, etc., the bulk of the activities are carried on in the group of 6 to 9. Prior or currently developed subgroups are to be avoided as much as possible. Subgrouping can lead to disruptive intragroup conflicts, hidden agendas, lack of cohesion and mutual influence, restricted modeling effects, and conformity — anticonformity pressures contrary to expanding self-awareness and personal growth.

A somewhat unique challenge (which can be alternatingly frustrating and exciting) is the broad range of individual goals. Even if the group has a restricted umbrella goal such as assertiveness or study skills, the complexity of the individual life styles and personality variables involved make "lesson plans" and "canned programs" seem very useless at times. It must also be noted that there is a place for lesson plans and structured programs in group counseling.

Evaluation Activities

Many of the self-assessment and knowledge and reaction test items described in this chapter and in previous ones can provide techniques for evaluating group counseling activities. Rather than just attempt some global measures, however, we want to identify individual learning goals or behavioral contracts that each member of the counseling group develops in the sessions. Observable, measurable goals that are mutually agreed upon by the group leader and the student are needed. Consider using a third person to validate the degree of progress obtained on the goal whenever possible. Hopefully, the third person will be someone who is in a position to observe the progress, and who is not highly involved personally in the counseling contract.

One method of evaluating individual student counseling outcomes used in one school system includes an individual student outcome goal record on a 5 × 9 card. The results of the individual card record is transferred to the evaluation matrix, which can serve as a record for counseling groups over a long period of time as well as a total guidance department record. The results can be coded as simply + or − success or failure or scale scored from 1 to 5 to indicate graduations of success. The results for each specific counseling contract with a student and a counselor in counseling groups are recorded in the appropriate cell. Some students may have several different goals and contracts for extended counseling sessions which are recorded separately.

INDIVIDUAL STUDENT
OUTCOME GOALS

(can be put on a 5 × 8 card)

Student: M or F Grade Starting Date

Goal Defined:

Counseling Treatment Used:

Observed by:

1. Counselor
   Date
   Progress
2. Student
   Date
   Progress
3. 3rd Person
   Date
   Progress

Counselor Notes: Back of Card

SUGGESTED EVALUATION FORMAT AND EXAMPLES OF RECORD CARDS

Example 1

Student:	M or F	Grade:	Starting Date:
John	*M*	*8*	*Oct. 1*

Goal Defined: *Lose 10 pounds*

Counseling Treatment: *Group counseling, goal setting, support, weekly charting*

Observed by:

1. Student: *John*
   Date: *Feb. 1*
   Progress: *Lost 8 pounds*
2. Counselor: *Smith*
   Date: *Feb. 1*
   Progress: *Lost 8 pounds*
3. 3rd Person: *Mother*
   Date: *Feb. 1*
   Progress: *Lost 8 pounds*

Example 2

Student:	M or F	Grade:	Starting Date:
Mary	*F*	*9*	*Nov. 1*

Goal Defined: *Be more assertive (Talk more in group discussions)*

Counseling Treatment: *Assertiveness training and role playing*

Observed by:

1. Student: *Mary*
   Date: *Jan. 15*
   Progress: *Says she talks more in class*
2. Counselor: *Smith*
   Date: *Jan. 15*
   Progress: *Reports she talks more in small groups*
3. 3rd Person: *English Teacher*
   Date: *Jan. 15*
   Progress: *Talks more in class*

Example 3

Student:	M or F	Grade:	Starting Date:
Jim	*M*	*9*	*Feb. 5*

Goal Defined: *Reduce test anxiety (Achieve higher grade in algebra)*

Counseling Treatment: *Relaxation training*

Observed by:

1. Student: *Jim*
   Date: *Says stronger in algebra*
2. Counselor: *Jones*
   Date: *April 5*
   Progress: *Wants to stay in in algebra*
3. 3rd person: *Algebra Teacher*
   Date: *April 5*
   Progress: *Initiates and carries out algebra problem solving skills, grades higher*

EVALUATION MATRIX

(example only)

Counseling Treatments Interventions	**Specific Behavioral Counseling Outcomes**								
	Shyness	Fears	Attending Behavior	Test Anxiety	Acting Out	Poor Attendance	Weight or Appearance	Interpersonal Communication	Other
Assertiveness Training	example 2 (+)								
Relaxation (Desensitization)				ex. 3 (+)					
Counter Conditioning									
Role Playing	example 2 (+)								
Support (Warm Puppy)									
Cognitive Restructuring									
Differential Reinforcement									
Group Counseling Goal Setting & Support							example 1 (+)		
Environmental Changes									
Other									

COUNSELING TREATMENTS — INTERVENTIONS

1. **Assertiveness Training** — Refers to various activities to increase a student's initiative and aggressiveness. It might include role playing situations where shy and outspoken responses are demonstrated. Practice or "homework" activities outside of the individual or group counseling session may be necessary, as well as trying to find or arrange "real life" situations where the student is likely to experience successes if he is more assertive. Practice examples might include:
   1. Telling a waitress an order is incorrect or requesting a change.
   2. Telling another person that their teasing is annoying and will not be tolerated any longer.
   3. Expressing an opinion in a class that may not be popular.
2. **Relaxation (Desensitization)** — Usually considered as a series of instructions for muscular and mental relaxation combined with gradually increasing imagined and/or real stress or fear experiences. An example might be asking a student who is fearful of giving a speech in class to make a hierarchy of speech related activities ranging from pleasant to the most feared, i.e., presenting a speech in a particular class. Over several sessions a series of directed physical and mental relaxation exercises may be combined with the student imagining and then actually doing the various speech activities. (See Wolpe, 1969)
3. **Counter Conditioning** — A learning process similar to desensitization in that ideas or behaviors are promoted which are incompatible with and designed to replace certain undesirable ideas or behaviors. An example might be rewarding prosocial behaviors which are incompatible with negative attention getting behavior, or assertive, aggressive behaviors which are incompatible with fear or worry behaviors.
4. **Role Playing** — The counselor may or may not be a participant. Group settings and the use of audio visual models are often helpful. Actual problem

situations may be simulated using a mixture of rehearsed and unrehearsed sampling. Emotional, spontaneous role playing is often helpful in changing attitudes.

5. **Support (Warm Puppy)** — Often the warm empathy and positive regard of the counselor or the counseling group is used to provide encouragement, recognition and a climate for change on the part of the student.
6. **Cognitive Restructuring** — Forceful advice giving may be one component but a primary ingredient is providing the student with alternative ways of thinking about a situation. Examples might include: "You are thinking everyone must like you or everyone should be fair. These are not realistic rational views of the world, and these ideas will only defeat and discourage you."
7. **Differential Reinforcement** — A term from behavior analysis which includes the shaping of new behaviors or response patterns by selectly reinforcing (often with personal attention) behaviors that come the closest to the desired end result. These small incremental improvements that the counselor reinforces require increasingly higher standards of performance over time before the reinforcement in given. The counselor may arrange for other people in the student's life to do the actual reinforcement.
8. **Group Counseling (Goal Setting & Support)** — Usually a counseling group meets for at least eight to ten 1 hour sessions. Individual student goals are explicitly developed, and students help each other with their goals under the direction of a counselor or teacher experienced in group process.
9. **Environmental Changes** — The primary counselor efforts are in the area of changing the students life situation in and/or out of school. Reward and punishment contingencies are often a major strategy. Schedule and activity changes, as well as referral to other people's resources, may be included.

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APPENDIX CONTENTS

A — Process Observation Form
B — Description of FIRO-B Scales
C — HIM-B Description of the Categories
D — Group Counseling Survey
D — Answer Key and Scoring Instructions
for the Group Counseling Survey
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Appendix A

PROCESS OBSERVATION FORM

Date

Observer

	Task Functions						Climate Functions				
Members	Initiating	Information Opinion Seeking	Information Opinion Giving	Clarifying Elaborating	Summarizing	Consensus Testing	Encouraging	Expressing Group Feelings	Harmonizing	Compromising	Observation Notes
Total											

Appendix B

Description of FIRO-B Scales

The three primary scales measure the degree of need an individual feels for three types of interpersonal relationship — Inclusion, Control, and Affection. Each scale has two sub-scales — an "expressed" scale which measures one's need to *express* the primary factor of inclusion, control or affection, and a "wanted" scale which measures one's need to *receive* the primary factor of inclusion, control or affections. Total possible score in each case is 9 and the average is 5.

eI (expressed inclusion) — need or desire to reach out to others to include them in interpersonal activities and relationships.

wI (wanted inclusion) — need or desire to have others reach out to include you in interpersonal activities and relationships.

eC (expressed control) — need or desire to exercise control over others or in a relationship — to be dominant in a relationship.

wC (wanted control) — need or desire to have others exercise control over you in a relationship — to have someone else be dominant in a relationship.

eA (expressed affection) — need or desire to express affection to others — to get close to people in relationships.

wA (wanted affection) — need or desire to have others express affection toward you — to have them take the initiative in developing a close relationship.

Appendix C

HIM-B — Description of the Categories

*Alan R. Anderson

Quadrant One — Indicates a tendency to interact in groups in a manner which is non-personal and somewhat superficial. Conversation in this quadrant is either about some external topic of general interest or about the group as a whole; and it is a low-risk socializing type of interaction, or, if feelings are expressed, it is generally a bid for sympathy or a direct rejection of the group.

Quadrant Two — Indicates a tendency to interact in groups in a manner which is non-personal but at an open, confrontive level. Conversation in this quadrant is either about some external topic of general interest or about the group as a whole; and it is a genuine sharing of ideas or feelings about the topic or group with an invitation (overt or implied) to others to share their ideas and feelings similarly.

Quadrant Three — Indicates a tendency to interact in groups in a manner which is personal but somewhat superficial. Conversation in this quadrant is either about a given member of the group or about the relationship between two or more members of the group; and it is a low-risk, socializing type of interaction, or, if feelings are expressed, it is generally a bid for sympathy or a direct rejection of the group.

Quadrant Four — Indicates a tendency to interact in groups in a manner which is personal and at an open, confrontive level. Conversation in this quadrant is either about a given member of the group or about the relationship between two or more members of the group; and it is a genuine sharing of ideas, feelings or observations about the person, about the relationship being dealt with, with an invitation (overt or implied) to others to share their ideas, feelings and observations similarly.

Row B — Conventional — Indicates a tendency to interact in groups in a conventional, low-risk, superficial manner. Conversation in this row is characterized by statements or questions which would be appropriate to and typical of discussion in a social get-together of acquaintances.

Row C — Assertive — Indicates a tendency to interact emotionally in groups in either a hostile or sympathy-seeking manner. Conversation in this row is characterized by argumentative, hostile or assertive statements or cathartic statements intended to arouse sympathy.

Row D — Speculative — Indicates a tendency to interact in groups in a theoretical, speculative manner. Conversation in this row is characterized by intellectual explorations and speculations pertinent to whatever topic or issue is being discussed.

Row E — Confrontive — Indicates a tendency to interact in groups in an open, high-risk confrontive manner. Conversation in this row is characterized by a sharing of feelings and observations and a penetration into the significant aspects of a discussion. The sharing and penetration result in statements which confront members with aspects of their behavior usually avoided and which invite similar sharing by others.

Column I — Topic — Indicates a tendency to interact in groups in a non-personal, topic-oriented manner. Conversation in this column is characterized by topics of general interest, exclusive of the group or any of its members being the topic. (e.g. the weather, politics, psychology, etc.)

Column II — Group — Indicates a tendency to interact in groups in a manner which pertains to the group as a whole. Conversation in this column is characterized by statements which identify the speaker with the group and which pertain to the group, its processes and its welfare.

Column III — Personal — Indicates a tendency to interact in groups in a personal manner in which a member of the group is the topic of conversation. Statements are about a given group member's actions, problems or personality.

Column IV — Relationship — Indicates a tendency to interact in groups in a manner which alludes directly to the relationship between two or more members of the group. Conversation in this column is characterized by statements which directly affect the relationships in the group and in which those relationships are explored in some manner.

Total — The total of the quadrants or row or columns, indicates a tendency to be interactive in groups using the whole spectrum of the behaviors listed in the various categories.

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[*] Materials delivered at a class on group counseling, Summer 1970, C.S.S.P. Department, University of Minnesota.

Appendix D

GROUP COUNSELING SURVEY*

Directions: *Please read carefully*

The following survey attempts to sample your ideas about group counseling and related interpersonal skills. Approach the survey in a candid manner. Please give your initial reaction to each item without omitting any. Record your answer by placing an × in the appropriate space or spaces on the answer sheet.

1. My past experience with interpersonal skills and group counseling has been:
   - A. None
   - B. Limited but valuable
   - C. Limited and of little value
   - D. Extensive and valuable
   - E. Extensive and of little value
2. The total amount of time I would be willing to invest in group counseling is:
   - A. None
   - B. 2–4 hours
   - C. 6–8 hours
   - D. 10–12 hours
   - E. As much as necessary
3. Right now if you had to choose between the following activities for 15 hours, how would you rank the following?
   - A. A part-time job
   - B. A hobby activity
   - C. Reading about interpersonal skills activities
   - D. Participation in small group counseling
   - E. A theory course in human relations
4. The most positive features of group counseling are:
   (check all that apply)
   - A. It's voluntary
   - B. It helps understand oneself
   - C. It's a chance to meet people
   - D. It's potentially helpful in solving personal problems
   - E. There just aren't any positive features
5. To participate in group counseling I would be willing to risk the following: (check all that apply)
   - A. Nothing
   - B. The limitations of the counselor
   - C. The time required
   - D. My own anxieties and lack of skills
   - E. The reactions of the other group members to me

On the following items × your response on the answer sheet using the following key:

SD — Strongly Disagree
D — Disagree
U — Undecided
A — Agree
SA — Strongly Agree

6. I would be willing to experience a moderate amount of stress or anxiety to participate in group counseling.
7. How people behave in counseling groups is enough like their behavior outside the group so that learning occurring within the group will transfer into "real life."
8. I would recommend interpersonal group counseling to a friend.
9. Interpersonal skills are not effectively taught in group counseling.
10. By the time the average person has reached maturity, group counseling will not significantly increase his skill in dealing with people.
11. Many people are seriously hurt by the experience in counseling or human relations groups.
12. Group counseling members can be helpful by honestly reacting to the behavior and feelings of another.
13. To reveal one's self in group counseling can be rewarding for most people.
14. In understanding others' behavior we understand ourselves better.
15. It is usually desirable to act the way you think and feel.
16. The group counselor can interact and participate as a group member.
17. The purpose of group counseling is to persuade group members to change.
18. You can effectively counsel someone else only if you can help him to think and learn for himself.
19. Group counseling often decreases a person's sense of individual responsibility for what he does.
20. Knowing how you affect others almost always leads to more effective interpersonal functioning.
21. Helpful counseling discussion should concentrate more on one's current behavior rather than on the past.
22. In general I know what is expected of me if I participate in group counseling.
23. Persons who are usually quiet in human relations counseling groups do not get as much out of the experience and should be encouraged to participate more actively.

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* Arland N. Benson

24. I feel I should have a personal problem before joining a counseling group.

25. Being helpful to other members of a counseling group usually means helping them analyze their personality.

26. Constructive leveling or openness should include the giving of suggestions on how the other person can improve his behavior.

27. Discussing with a group member how his behavior affects you is an effective way of helping him.

28. Counseling groups function best by encouraging conflict situations.

29. The members of a human relations counseling group generally can be trusted to stop short of a member's breaking point.

For the following items, record your answer by placing an × in the appropriate space or spaces on the answer sheet.

30. The most realistic goals of group counseling are: (Check all that apply)
    A. Personality change
    B. Making new friends
    C. Increasing self awareness
    D. Improved human relations skills
    E. None of the above

31. The most frequent topic of counseling groups is:
    A. Personality development
    B. Human relations topics
    C. A group member
    D. The group itself
    E. No one topic

32. My definition of group counseling contains the following elements. (check all that apply)
    A. A support group — warmth and encouragement
    B. Analyzing motives
    C. Artificial interaction
    D. An unmasking of ones inner self
    E. A type of "laboratory" for studying behavior

33. I would expect to experience benefits from group counseling within:
    A. 1–2 sessions
    B. 3–5 sessions
    C. 10–12 sessions
    D. After counseling is over
    E. Never

34. What is your prediction as to your activities in interpersonal group counseling in the next 6 weeks. (Check all that apply)
    A. Nothing
    B. Ask friends who have participated
    C. Talk to a professional in the field
    D. Read more about the subject
    E. Other interpersonal activities

35. My interest in participating in interpersonal skills counseling is:
    A. None
    B. Very Little
    C. Some
    D. High
    E. Very high

Group Counseling Survey
Answer Key

Name ______________________________

Years of Education ______________________

Sex: M F Date ______________________

Record your reaction to each item be placing an × in the appropriate space or spaces.

	A	B	C	D	E
1.			(experience)		
2.	0	1	2	3	4
3.	D-4	D-3	D-2	D-1	D-0
choice	1st	2nd	3rd	4th	5th
4.	1	1	1	1	0
5.	0	1	1	1	1

For the following items use the following key:
SD — Strongly Disagree
D — Disagree
U — Undecided
A — Agree
SA — Strongly Agree

	SD	D	U	A	SA
6.	0	1	2	3	4
7.	0	1	2	3	4
8.	0	1	2	3	4
9.	4	3	2	1	0
10.	4	3	2	1	0
11.	4	3	2	1	0
12.	0	1	2	3	4
13	0	1	2	3	4
14.	0	1	2	3	4
15.	0	1	2	3	4
16.	0	1	2	3	4
17.	4	3	2	1	0
18.	0	1	2	3	4
19.	4	3	2	1	0

20.	0	1	2	3	4
21.	0	1	2	3	4
22.	0	1	2	3	4
23.	0	1	2	3	4
24.	4	3	2	1	0
25.	4	3	2	1	0
26.	4	3	2	1	0
27.	0	1	2	3	4
28.	4	3	2	1	0
29.	0	1	2	3	4
	A	B	C	D	E
30.	0	1	2	2	0
31.	0	1	3	2	0
32.	2	1	0	0	2
33.	0	1	3	2	0
34.	0	1	1	1	1
35.	0	1	2	3	4

Instructions for Scoring the Group Counseling Survey

V-Scale items include numbers 2-11, 34, and 35.
Total items — 12
Total points — 48

R-Scale items include numbers 12–33.
Total items — 22
Total points — 88

Total Score
Total items — 34
Total points — 136

The scoring of items is based on the weights given on the answer key. Note items 30, 32, and 34 all response weights are added up so that:

Item 30 maximum score — 5
Item 32 maximum score — 5
Item 34 maximum score — 4

The following optional tear off application blank was attached to the bottom of the answer sheet.

OPTIONAL TEAR OFF

If you are interested in enrolling in a series of group counseling sessions within the next few weeks, please fill out the information requested below, tear off, and turn in.

Name ______________________________

Phone Number ______________

Times available: (X all possible)

	Mon	Tue	Wed	Thu	Fri
Morning	___	___	___	___	___
Afternoon	___	___	___	___	___
Evening	___	___	___	___	___

Appendix E

Name ______________
Teacher ______________
Period ______________

Would you please read the sentence below and check the topics you are interested in.

I would like to talk with other students my age in a discussion group led by a teacher or counselor about:

____ 1. Making new friends
____ 2. Keeping old friends
____ 3. Getting along better with other students
____ 4. Doing better in school
____ 5. Being able to *really* talk with parents, brothers and sisters
____ 6. Getting along with persons of the opposite sex
____ 7. My feelings about beginning junior high, senior high
____ 8. Problems in being new to the school and to the neighborhood
____ 9. Getting along better with my teachers
____ 10. I would like to be in a boy-girl discussion group
____ 11. I would prefer an all boy or all girl group
____ 12. I am not interested in discussion groups

If you are interested in a topic not listed above, please write in this space: ______________________________

____

Appendix F

Goals For Personal Development

This form is to help you think about various aspects of your relationships with others and your skills in group situations. It gives you a chance to set your own goals for development. The steps in using it are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more, and which ones you should do less. Mark each item in the appropriate place.
2. Some goals that are not listed may be more important to you than those listed. Write such goals on the blank lines.
3. Go back over the whole list and circle the numbers of the *three* or *four* activities which you would like to improve most at this time.

	Doing all right	Need to do more	Need to do less
Communication skills			
1. Amount of talking in group			
2. Being brief and concise			
3. Being forceful			
4. Drawing others out			
5. Listening alertly			
6. Thinking before I talk			
7. Keeping my remarks on the topic			
8. ____________			
Observation skills			
1. Noting tensions in group			
2. Noting who talks to whom			
3. Noting interest level of group			
4. Sensing feelings of individuals			
5. Noting who is being "left out"			
6. Noting reaction to my comments			
7. Noting when group avoids a topic			
8. ____________			
Problem-solving skills			
1. Stating problems or goals			
2. Asking for ideas, opinions			
3. Giving ideas			
4. Evaluating ideas critically			
5. Summarizing discussion			
6. Clarifying issues			
7. ____________			
Morale-building skills			
1. Showing interest			
2. Working to keep people from being ignored			
3. Harmonizing, helping people reach agreement			
4. Reducing tension			
5. Upholding rights of individuals in the face of group pressure			
6. Expressing praise or appreciation			
7. ____________			
Emotional expressiveness			
1. Telling others what I feel			
2. Hiding my emotions			
3. Disagreeing openly			
4. Expressing warm feelings			
5. Expressing gratitude			
6. Being sarcastic			
7. ____________			
Ability to Know and Accept Emotional Decisions			
1. Being able to face conflict, anger			
2. Being able to face closeness, affection			
3. Being able to face disappointment			
4. Being able to stand silence			
5. Being able to stand tension			
6. ____________			
Social relationships			
1. Competing to outdo others			
2. Acting dominant toward others			
3. Trusting others			
4. Being helpful			
5. Being protective			
6. Calling attention to one's self			
7. Being able to stand up for myself			
8. ____________			
General			
1. Understanding why I do what I do (insight)			
2. Encouraging comments on my own behavior (feedback)			
3. Accepting help willingly			
4. Making my mind up firmly			
5. Criticizing myself			
6. Waiting patiently			
7. Going off by myself to read or think			
8. ____________			
9. ____________			